DOCUMENT RESUME

ED 033 765 24 PS 002 542

AUTHOR	Parrish, Valinda E.; Wilson, Winston T.
TITLE	The Saturday School: An Installation Manual.
INSTITUTION	South Central Regional Education Lab. Corp., Little Rock, Ark.
Spons Agency	Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No	BR-6-2100
Pub Date	69
Contract	OEC-4-7-062100-3074
Note	147p.
EDRS Price	EDRS Price MF-$0.75 HC-$7.45
Descriptors	*Culturally Disadvantaged, Educational Objectives, Instructional Materials, Lesson Plans, Parent Education, Parent Participation, Physical Facilities, *Preschool Programs, *Program Descriptions, Working Parents
Identifiers	Saturday School

Abstract

This manual describes the mechanics and major features of a Saturday school project for 40 Negro preschool children implemented by the South Central Region Educational Laboratory in the 1968-69 school year in Caddo Parish, Louisiana. The manual has two goals: (1) to inform the reader about how the project was successfully implemented, and (2) to offer recommendations on ways to improve specific aspects on future projects. The Saturday School concept was developed with the culturally disadvantaged child and the educationally retarded parent in mind, and is useful when financial and professional resources are not available to support weekday kindergartens. The report is divided into eight sections. Sections cover description of population, physical setting and logistics, educational objectives, means of achieving objectives, staffing, and a budget-cost itemization. Also included is a three-page evaluation of the project. The appendices (3/4 of the manual) contain detailed information, including lesson plans outlining the objectives and activities for 29 separate school days, and 29 corresponding parent schedules. Also included are equipment/supply lists, related literature, a copy of an annotated tape of parents comment, and directions for making equipment and materials. (JF)

ED033765

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BR 6-2100
PA-24
OE/BR

THE SATURDAY SCHOOL
an Installation Manual

by

Valinda E. Parrish, M.S.

and

Winston T. Wilson, Ph.D.

SCREL

SOUTH CENTRAL REGION EDUCATIONAL LABORATORY

PS002542

TABLE OF CONTENTS

I. PREFACE

- A. Rationale for Saturday School
- B. Brief Description

II. DESCRIPTION OF POPULATION

- A. Site Description
- B. Cultural Characteristics
- C. Educational Background of Children
- D. Economic Data
  - 1. Family Income Levels
  - 2. Vocations of Parents
- E. Family Structure
  - 1. Incidence of Broken Families
  - 2. Mean Family Size
- F. Criteria for Selection of Children and Parents
- G. Procedures for Selecting Children

III. PHYSICAL SETTING AND LOGISTICS

- A. Facilities for Children
- B. Description of Facility for Parents
- C. Transportation
- D. Food

IV. EDUCATIONAL OBJECTIVES

- A. Objectives for Children
- B. Description of Objectives for Parents

V. MEANS OF ACHIEVING OBJECTIVES

- A. Objectives for Children
  - 1. Saturday Lesson Plans
  - 2. Work with Parents
  - 3. Extension of School Activities to Home

B. Objectives for Parents
    1. Saturday Program
    2. Home Visits

VI. STAFFING

A. Description of Professional/Sub-professional Team Structure
    1. Job Description
    2. Role and/or Function
B. Pre-service and Inservice Training

VII. EVALUATION

VIII. BUDGET-COST ITEMIZATION

Appendix A - Lesson Plans for Children
Appendix B - Schedules for Parents
Appendix C - Equipment/Supply Lists
Appendix D - Related Literature
Appendix E - Transcribed Annotated Tape of Parent Comments
Appendix F - Directions for Making Equipment and Materials

Preface

The idea of having a preschool activity on Saturday instead of during the week probably has occurred to many educators in past years. We were fortunate in our opportunity to implement such a school to a rather successful degree. While our experience with this innovation was exciting, this manual only describes the mechanics of the school, its major features, and some of the problems. The sparks of inspiration from the teachers, the brightening faces of the children as they learned, and the motivated understanding of the parents were nearly tangible parts of our work. And, the reader should know that the Saturday School was, in the current vernacular, a "turned on time."

The appendices that we have included in this report are important. They contain detailed information and should be considered by the reader as particularly valuable. We strongly recommend close appraisal of them.

In developing this installation manual, there were two goals: (1) to inform the reader about how one Saturday School project was successfully implemented, and (2) to offer recommendations on ways to improve specific aspects of this on future Saturday School projects.

A. Rationale for Saturday School

The Saturday School concept is one alternative to the problem of education of preschool children. It was developed with four special considerations in mind: (1) The preschool children were culturally disadvantaged; (2) The parents were educationally retarded; (3) Weekday kindergartens were not available to these children; and (4) Financial and professional resources were not available to support the establishment of a weekday kindergarten.

The Saturday meeting date was selected because: (1) weekday classes would have, practically, excluded most of the parents or parent-substitutes, the majority of whom were employed as domestics and day laborers, (2) evening classes would have been too late for the children who were to participate in the program, and (3) care of others in the family would have posed a problem for these families.

Further, the Saturday School is based upon the assumption that, given continual and appropriate instruction, parents or parent-substitutes can extend and reinforce school0initiated activities at home. By doing so, they can help their children to experience learning gains approaching those which might result from a full-year program.

B. Brief Description

The South Central Region Educational Laboratory implemented the Saturday School program in the 1968-69 school year in Caddo Parish, Louisiana. The activity at Caddo Parish involved forty Negro children.

Each Saturday morning from 9:00 a.m. - 11:00 a.m., the children attended early education classes while their parents or parent-substitutes studied the same lessons with similar materials in another classroom. Under the direction of the Home Visitor, the parent group made useful articles for their homes and learned ways of teaching their children at home. For parent reactions to this approach, see Appendix E, which is a transcription of tape recorded interviews between the Early Childhood consultant and each parent who attended the Saturday School on March 1, 1969.

The objectives of the Saturday School Home-Preschool Coordination activity were: (1) to enable parents to assist their preschool children in "learning how to learn," and (2) to develop pupil readiness for school in the following areas: concrete number concepts; improved language skills; and positive self-concepts.

II. DESCRIPTION OF POPULATION

A. Site Description

The Saturday School in Caddo Parish, Louisiana, operated during the months of October 1968 through May 1969 in Northside Elementary School, one of three all-Negro elementary schools in the five square mile Cooper Road area on the northeast outskirts of Shreveport. Northside School is a thirteen-year-old brick structure with fourteen classrooms. The two classrooms used by the Saturday School, along with the library, and administrati offices are air conditioned, but regular classrooms are not. All classrooms open directly to the courtyard or playground rather than into a hall, and all sidewalks are sheltered to provide protection from inclement weather.

The area is a rural non-farm area, but there is no industry within its boundary, and no parks. There is one all-Negro junior-senior high school in the area, and Southern College opened a junior college there in the fall of 1967.

B. Cultural Characteristics

A few Caucasian families reside in the area, but the great majority of the 14,000 residents are Negro, and the area immediately surrounding the school is entirely Negro. There are 2,000 homes, averaging four or five rooms each, and the average household has seven persons.

The Home Visitor reported that in general, the homes that she visited were bleak and barren. Radios played very loudly and on her initial visits the radios were not turned down and she had to shout to be heard. Parents appeared to have little time to spend with their children seemingly feeling that they were too young for it to really matter.

On the other hand, these same parents and parent-substitutes with few exceptions were most receptive when the Home Visitor talked with them about the Saturday School experience and what it could mean to them (the parents) and their children. They cared very much about their children, but did not have the knowledge or skills to help them with learning experiences.

There was much concern among the adults about their children having proper manners and "acting nice." They wanted their children to do better in school than they had done.

C. Educational Background of Children

The children in the Caddo Parish Saturday School had no previous preschool experience. They were all three or four years old at the time of entry into the Saturday School program in October 1968.

D. Economic Data

The children were recruited from families whose total earnings were less than $3,000 per year. Employment opportunities are limited, and about 35 percent of the heads of households are currently unemployed. Of these, about one-third are between the ages of seventeen and twenty-five, and approximately 90 percent of those persons who are employed are in unskilled occupations, such as construction or domestic work in private homes.

The age range among the parents or parent-substitutes was between twenty-two and sixty-eight years of age, and their occupations were consistent with the unskilled workers mentioned previously.

E. Family Structure

Throughout the project, there were twenty-nine families who regularly attended the school. The term "family" refers to the child and at least one parent or parent-substitute. Five of the families enrolled two children in the program. A total of thirty-four children constituted the initial enrollment in the Saturday School. During the school year, there were dropouts and new students. At the end of the year, thirty-two students were enrolled. Fifty-nine percent (20) of the students (including brothers and sisters in the school) came from intact families, i.e., they lived with their mother and father. Thirty-five percent (12) lived with their mother and at least one grandparent. Six percent (2) of the children lived with their mother alone. Therefore, about 41 percent (14) of the students were from homes in which one or both parents were absent. In most of these cases, the marriages were either dissolved or non-existent, or the care of the child had been relegated to older members of the family, e.g., grandmother or greataunt.

There were thirteen or 45 percent of the families which may be described as "broken." These "broken families" included fourteen of the students. In passing, it may be helpful to note that the Saturday School teachers described students from intact families as the most regular in attendance at school.

Among the participating families, the average number of people living in one household was 5.8. Approximately four children and two adults made up the "family." There were exceptions in a few homes which included a mother and greataunt or the grandparents.

F. Criteria for Selection of Children and Parents

1. Parents whose total income was below the Federal guidelines for poverty (approximately $3,000 per family in this area) were actively recruited for the program. Families whose incomes exceeded the guidelines were excluded from participation in the school.

2. Children who had serious physical or mental handicaps were excluded from the program.

3. Children selected were three or four years old before October 4, 1968.

4. Selection of an equal number of males and females, and of equal numbers of three and four year olds was attempted after other criteria were met.

G. Procedures for Selecting Children

The school kept no records of children in the area under five years of age; therefore, there was no ready-made list from which to recruit applicants. The Home Visitor obtained some names of children from the local principal and a few teachers. She used what we considered a practical technique in locating a large number of the families: She drove down the streets and when she saw a tricycle in the yard, she would go up and talk with the people in that house. They were also helpful to her in giving her names of friends who had young children and who might be interested in the program.

Recommendations

The Saturday School provides an economically feasible way to extend opportunities for compensatory education to children of ages below the established entry age into the regular school system.

Given the experience in Caddo Parish, it is out opinion that the Saturday School program can be generalized to other regions of the country. The same materials (See Appendix C) may be used for several developmental age groups, but in different ways for three, four, and five year olds. This project, while used successfully with a disadvantaged Negro populations, could be carried out with other cultural, ethnic, and income groups. It could also be used as a supplement to on-going preschool efforts. In situations where severe educational retardation exists, there may be the desire for the preschool children to return on Saturday with their parents to continue their learning. Parent involvement in the child's learning has obvious advantages.

The Saturday School approach to compensatory preschool may be a reasonable substitute for full-time kinderbartens in areas where preschool programs cannot operate because of legal barriers, lack of facilities, trained

PS 002542

staff, or financial support. Existing school facilities can be utilized and the program can be partially staffed by teachers and aides employed in the weekday program. The parent program can also serve as a supplement to a regular kindergarten activity.

III. PHYSICAL SETTING AND LOGISTICS

A. Facilities for Children

The children's classes met in Northside Elementary School in two rooms which served as kindergarten classrooms Monday through Friday. The two rooms plus the library formed the west wing of the school building and were relatively isolated from the remainder of the school. The self-contained classrooms were designed for use with small children and had ample floor space, low sink and cabinets, water fountain, and wall-to-wall indoor/outdoor carpeting. (See Figure 1 for arrangement diagram.) The teachers and children in the Saturday program were able to use all of the basic equipment in the room so that, with the exception of the Peabody Language Development Kit, Level # P, only consumable supplies were purchased. Consumable supplies purchased were as follows:

Primary-size Kant Roll crayons (one box per child)

Primary blunt scissors (one pair per child with two or three "lefties")

Individual jars of paste (one per child)

Powdered Tempera Paint (one box of each basic color for each class and black and white)

Finger Paint (one jar of each basic color plus black and white for each class)

Newsprint (one ream)

Construction Paper (three reams assorted per class)

Manila Paper (two reams assorted per class)

FIGURE 1:

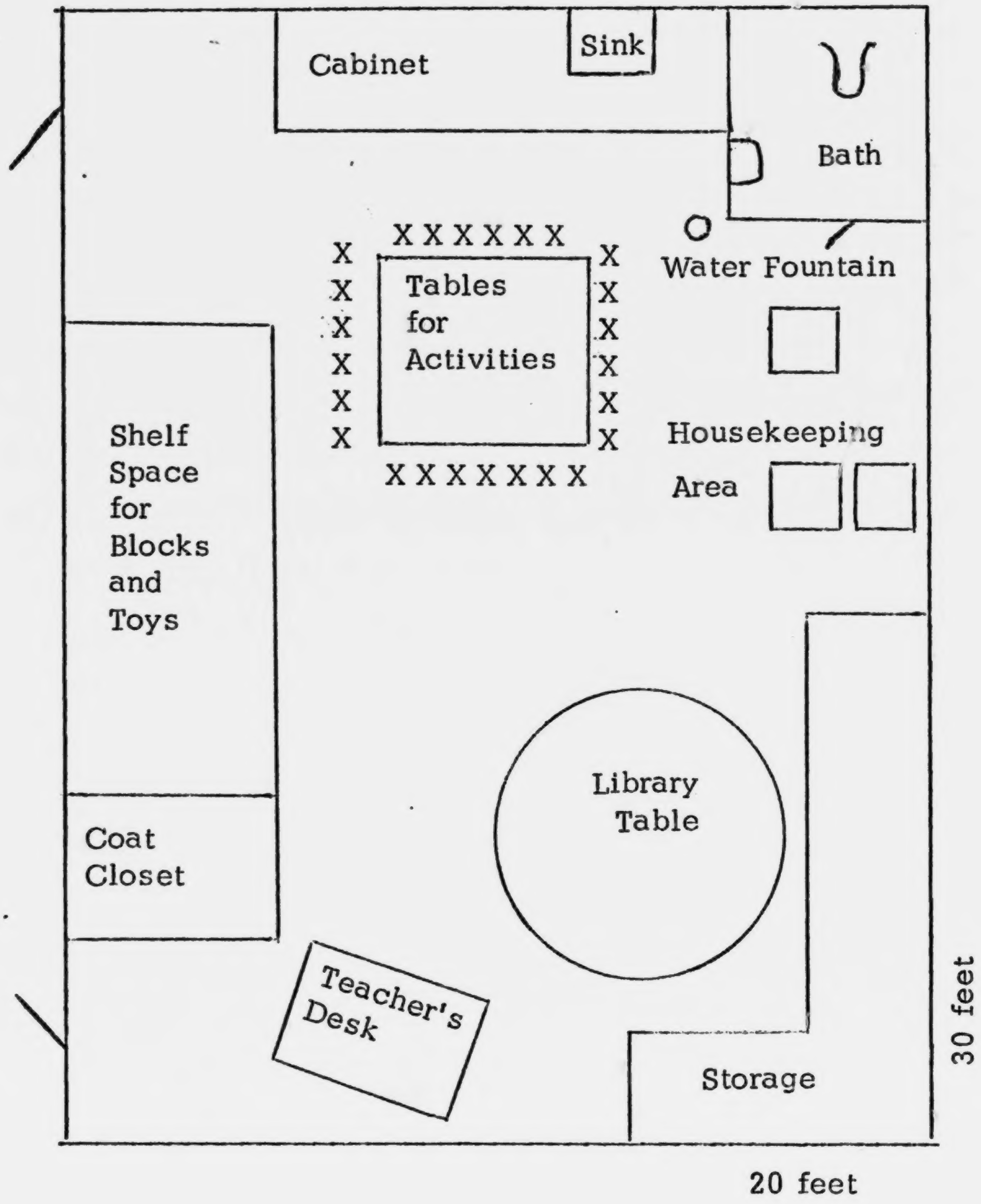

Cabinet
Sink
Bath
Water Fountain
Tables for Activities
X X X X X X
X X X X X X X
Housekeeping Area
Shelf Space for Blocks and Toys
Coat Closet
Library Table
Teacher's Desk
Storage
30 feet
20 feet

Diagram of Arrangement

of

Classroom for Children

Recommendations

Classrooms for preschool children should meet certain minimum standards, although it is our belief that successful work with children can be carried out in situations that are far from optimal. Following are some of the guidelines for the establishment of kindergartens in Arkansas as set forth by the State Department of Education.

Physical Setting

1. The classrooms shall be designed for or remodeled to accommodate small children.
2. The classroom should consist of approximately 900 square feet which should accommodate not more that 25 children.
3. The classroom shall contain a sink for running water and should be self-contained as to restroom facilities.
4. Outdoor playground space shall be suitable for the number of children to be accommodated.

Permanent Equipment

1. Chairs shall be stackable, designed to promote correct sitting posture and have seats varying in height from eight to 14 inches so that all children's feet can touch the floor.
2. Tables shall be from 20 to 24 inches in height.
3. Display space of 20 to 30 square feet per classroom should be provided.
4. Folding cots or quilted pads with washable covers should be provided for resting.
5. Adequate storage space for equipment should be provided.

Organization

Provision for movable interest centers within the classroom such as the following should be developed:

1. Arts and crafts center
2. Block building center

3. Dramatic play center
4. Manipulative materials center
5. Library center
6. Music center
7. Display center
8. Other centers

Appendix C contains a list of equipment and supplies suggested for starting a preschool program. It is entirely possible that a Saturday program, depending on the ages, development levels, and needs of the children to be served, might concentrate on one area such as language development and place less emphasis on another area such as woodworking. However, it is important to remember that a well-balanced program which includes a variety of teaching/learning activities is most desirable.

B. Description of Facility for Parents

The parents usually met in one end of the cafeteria for their regular meetings. The long tables were suitable for working on the various projects. Folding chairs, while not luxurious, were comfortable, and presented advantages since they were easily moved and stacked. A large fan provided some relief from the heat and in the winter the entire room was adequately heated.

Occasionally, the parents used the school library. One special event, a film on Negro history, was held in the library. The parents also enjoyed a display depicting promonent Negroes in our histry.

Recommendations

If there is anything that we would change about the facility, we would want air conditioning. Another advantage we found in the library is the obvious one: this is another way to expose the parents to other educational information.

C. Transportation

Transportation in the Caddo Parish project did not present a serious problem. The driver of a privately owned bus picked up and took many of the home following the school. Some of the families who were usually able to walk to the school used this bus on rainy Saturdays. Other parents drove in their own cars to the school.

Recommendations

Were the Saturday School approach to be attempted in a rural area, having a bus or some other common carrier to transport the parents and children would be of real value; it might even be a necessity for the successful operation of a rural Saturday School. Another alternative would be to subsidize parent car pools.

D. Food

The children were given a break in the middle of the school day to go to the restroom, wash their hands, and spend about ten minutes eating a snack. The food was prepared on Friday afternoon by the local school cafeteria staff and stored appropriately until the next morning. A few minutes prior to the break, the two teacher aides prepared the solid and liquid refreshment. During the break the aides served the teachers and children such foods as carrot strips, vanilla wafers, and bananas. Some of the drinks served were grape, orange, and tomato juice. During the snack the class discussed the various foods, fruits, and colors which assisted them in their lessons for that day.

On the final Saturday the children, parents, and staff went on a picnic to the Shreveport Municipal Zoo.

Recommendations

The picnic appeared to be an enjoyable time and a rich learning experience for the children and parents. We would suggest having several throughout the year and capitalize on local parks, playgrounds, and other places where the participants can observe other people, nature, and animals.

We would also recommend having full-course meals several times during the year where the families and teachers eat together.

One other improvement that we would consider is getting more variety into the snacks in tastes, colors, and textures of different foods.

Each of these suggestions involves additional staff time and a larger budget. After some deliberation, it may be more valuable to substitute the picnic or field trip for the regularly scheduled Saturday School work.

IV. EDUCATIONAL OBJECTIVES

The Saturday School is a two-fold program, with major emphasis on educational objectives for children. Objectives were stated very generally for both parents and children in the initial phase of the program, and evolved during the year through the efforts of the classroom teachers and the participating parents.

See Appendix A for the lesson plans for children, and Appendix B for the schedules used by the parents.

A. Objectives for Children

The general objective was to develop pupil readiness for school in three focal areas: (1) concrete number concepts, (2) improved language skills, and (3) positive self-concepts. Some of the areas to be covered in working toward these objectives were: literature, language, auditory discrimination, visual discrimination, sensory discrimination, eye-hand coordination, money, time, measurement, shapes, and health.

Recommendations

General objectives should be spelled out much more precisely. A suggested minimal list follows:

(a) To increase the child's ability to use expressive, receptive and instructional language.
(b) To increase the child's auditory and visual discrimination skills.
(c) To develop the child's psychomotor discrimination skills.
(d) To develop the child's ability to master preschool learning tasks.
(e) To assure optimal development of gross motor skills by the child.
(f) To assist the child in his emotional growth.

(g) To increase the child's social skills with peers and adults.

(h) To increase the child's awareness of the aesthetic pleasures of life.

(i) To assist the development by the child of a positive concept of self.

Specific behavioral goals were formulated for each general objective, appropriate to the age and developmental level of the children. For example, some of the behavioral objectives in the areas of number concepts, a part of General Objective "e" might be as follows:

(1) Child matches objects in a one-to-one correspondence.

(2) Child orders objects in a serial manner from largest to smallest, longest to shortest, and from fattest to thinnest.

(3) Child understands the following comparative concepts: larger than, smaller than, more than, less than, more, fewer, first, middle, and last.

(4) Child understands the term "set" and can create sets of one to five objects.

(5) Child recognizes number symbols 1, 2, 3, 4, and 5, regardless of the order in which they are presented.

B. Objectives for Parents

The only objective stated for the parents at the beginning of the program was "to enable parents to assist their child in learning how to learn."

Recommendations

Tentative objectives for parents should be drawn up before the program begins. The objectives for children should be incorporated in the parent objectives, since the parent's understanding of what the children are learning and why it is important for children to have such experiences influences to a large extent their ability to extend the school learning experiences at home.

Other objectives which evolved during the year were:

To assist parents in developing social skills.

To help parents to become aware of ways of making their home more colorful and orderly.

To help parents to make toys for their children from inexpensive materials.

To aid parents in the selection of appropriate books and toys for their children.

To help parents to understand their child and his development.

To help parents gain understanding in dealing with "problem" behavior.

V. MEANS OF ACHIEVING OBJECTIVES

A. Objectives for Children

1. Saturday Lesson Plans (Appendix A)

The weekly lesson plans were developed jointly by the two teachers, taking into consideration our long-range objectives as well as the needs and developmental levels of the children enrolled in the program. Objectives for the week were determined and activities were designed or selected to help achieve these objectives. An explanation of a typical schedule follows:

9:00 Exploratory Period - Children went to activities of their choice as they arrived in the mornings. Since arrivals were not always promptly at 9:00, this twenty minute period gave children time to settle down and also gave the teacher an opportunity to observe and work with individuals and small groups.

9:20 Pledge of Allegiance - This is certainly not a necessary inclusion in the daily schedule, but in this particular school, being able to repeat the Pledge of Allegiance was a mark of distinction.

9:25 Interest Areas - Children were able to choose activities from limited alternatives, such as coloring, painting, pasting, housekeeping, puzzles, or manipulative toys, selected because of their potential in helping to achieve one or more of the objectives for the day.

9:40 Song - followed by outside play if it was a pretty day, or finger plays and other songs if weather did not permit outside play.

9:50 Restroom Break - The self-contained classroom made this a very simple matter, and the children were usually able to use the toilet and wash their hands in a very brief time.

10:00 Snack - At this time teachers talked with the children about the food being eaten -- its name, color, texture, and how it tasted and smelled.

10:10 Lesson from Peabody Language Development Kit, Level # P - The Peabody Kit was used with half the group at a time (children divided according to verbal levels -- high verbal or low verbal) to encourage language development. Half the group would be involved in an art activity with the teacher aide while the other half participated in the language lesson.

10:40 Musical Activity - Songs, records, and rhythmic games were some of the activities used at this time.

10:50 Story - Before the children were picked up by their parents or parent-substitutes at 11:00, they listened to a story. The teacher asked questions and frequently included props such as hand puppets or involved the children in dramatizing the story.

11:00 Dismissed

2. Work with Parents

In keeping with the philosophy of the Saturday School, parents were involved each Saturday in the same types of learning activities as their children, with added explanation as to why each activity was an important learning experience for the child, and some of the concepts they might work to reinforce or extend at home. For example, if the children learned a new finger play, parents learned it, too, and received a copy of the words. The Home Visitor would also talk with them about the kind of things a child could learn from a finger play besides the words. By reviewing each week's lesson with the parents, they were able to talk knowledgeably with their children about what they had done in school, and to ask leading questions if the child did not respond readily.

3. Extension of School Activities to Home

In addition to reviewing the children's lesson plans, the parents were given specific suggestions regarding activities they could carry out with their children at home. They were also encouraged to talk with their youngsters, to ask questions, as well as to listen and to answer questions the children asked.

B. Objectives for Parents

1. Saturday Program (Appendix B)

The program for parents was designed to meet some of their needs as well as the needs of their children. When they first came to the program, they were a very silent group, speaking mostly in muted whispers, with very little interaction in the group. Therefore, the first part of the morning was designed as an activity period -- an icebreaker. Parents either made articles for their children or items to beautify their homes. We found that these parents were as "hungry" for things for themselves as their children were. They were equally as proud of the pictures and wall hangings they made for themselves as the children were of the take home boxes or "geo" boards. A time was set aside for book exchange at which time parents returned the books borrowed the week before and selected new ones to take home to read to their youngsters. Approximately one hundred inexpensive but good quality children's books were purchased for this purpose at the beginning of the program year.

For the first few Saturdays, we had a coke and coffee break, but soon found that few of the parents drank coffee or cokes, and that they were not particularly fond of the doughnuts or other sweets served. We decided to serve them the same snack the children had and this was well received. In fact, the parents probably enjoyed the juice, cookies, crackers, fruit, etc. as much as the children.

2. Home Visits

The Home Visitor spent much time visiting the homes, especially during the first weeks of the program. She explained what the program was attempting to do and how it could benefit the parents and their children. If a parent appeared to be losing interest, or if he was absent, or if he asked for help, the Home Visitor made a special effort to visit in that home. Her role in the home during a visit varied greatly. Sometimes she talked with a mother; at times she actually worked with a child; and in one instance was helping an illiterate grandmother to learn to read.

Recommendations

With better training, the aide could do more actual teaching of small groups and individuals. Disadvantaged children frequently seem to need a great deal of attention from adults and this need is easier to meet in a small group than in a large one.

Many different workable daily schedules could be developed for the children, but whatever the schedule, it is important to start with objectives, and to plan activities so that there is a balance between active games and quiet times, motor activity, and intellectual emphasis.

Each parent group will be different, but we certainly would suggest having more planned activities for fathers, such as woodworking or painting. Though we had only one father who attended regularly, additional fathers could probably have been involved, at least periodically in special activities.

VI. STAFFING

The teaching team consisted of a continuing consultant or coordinator, a home visitor, two teachers, two aides, nursery aides, and a custodian. The following job descriptions are included as additional information about an optimal Saturday School team. See our section on Recommendations following these descriptions for other suggestions.

The custodian, who was paid for his work for the Saturday School by the school district, was particularly valuable to the team. His interest in the children, as well as his consistent willingness to help with whatever situations arose, provided an unexpected and substantial contribution to the project.

A. Description of Professional/Sub-professional Team Structure

1. Continuing Consultant Team Coordinator was directly responsible to the Program Specialist from the South Central Region Educational Laboratory. In the absence of the Program Specialist, the consultant was in charge of the Saturday School program. She was expected to work one-half day on each Saturday.

Qualifications

Applicant should:

- a. Be in good physical health.
- b. Have background and/or training in Early Education; post graduate education preferred.
- c. Have administrative experience.
- d. Have proven ability to work with local school district.

Salary is based on the degree to which applicant has fulfilled qualifications.

On Saturday her responsibilities included the following:

- a. To check and amend all lesson plans and forwarding them to the Laboratory.
- b. To coordinate all reports of Saturday School.
- c. To present special topics of interest, periodically, to the parent group.
- d. To assist teachers with particular problems arising from their work.

e. To make all arrangements with local school regarding budget, administration, food, transportation, etc. with the assistance of the Home Visitor.

2. The Home Visitor was directly responsible to the Program Specialist from the South Central Region Educational Laboratory. In the absence of the Program Specialist, she reported to the Continuing Consultant. In matters concerning the use of the Northside Elementary School, she worked with the principal of the school. She was expected to work four and one-half days during the week and one-half day on Saturday. Her half-day off during the week was taken at her discretion, with the knowledge of the Continuing Consultant.

Qualifications

The Home Visitor:

a. Should be in good physical health.

b. Have proven ability to work with impoverished Negro families.

c. Be a college graduate.

d. Have training in Early Education.

e. Possesses and uses practical working knowledge of local community.

During the week she had the following responsibilities:

a. Visit homes of children who were absent the preceding Saturday.

b. Recruit additional families if necessary.

c. Turn in list of food needed for the following week to the cafeteria supervisor.

d. Make requisitions and purchase supplies when needed.

e. Work with the Continuing Consultant in coordinating the activities for parents for the following Saturday.

f. Gather supplies and materials for the teachers for the following Saturday.

g. Prepare materials for teachers when necessary. (The Teacher Aides can be called upon for one-half day during the week since the salary is based on one full day of work per week.)

h. Keep accurate and complete records of her contacts, accomplishments, and problems and report these to the Program Specialist at SCREL.

On Saturday she had the following responsibilities:

a. Be in charge of parent activities.

b. See that teachers have their materials and supplies.

c. Check attendance of parents and children and record.

d. Report absences of personnel.

3. Teachers (2)

Responsibilities:

a. Assist in the development of a curriculum for children participating in the Saturday School program.

b. Work closely with the SCREL Program Specialist and consultants to the project.

c. Work (each) with one group of children (ages three and four), each Saturday for two hours.

d. Plan Saturday School activities, keep required records, and assist in evaluation of the Saturday School program.

4. Aides (2)

Responsibilities:

a. Assist teachers in organizing the classroom.

b. Assist teachers with implementation of the program with the children.

Recommendations

We had a satisfactory staff for the project, but, as is usual in situations like this, the children would probably have benefited optimally from a staff which had received formal training in Farly Education. On the other hand, having been through the experience, we believe that a Saturday School could be carried out with the following necessary staff: one home visitor, one teacher, and one aide.

The home visitor or teacher could assume the coordinating responsibilities with the school or other agencies and the parents would have to make independent arrangements for supervision of the other children in the family.

Additional personnel should be hired if more than twenty children and their parents are to be involved in the program.

B. Pre-Service and Inservice Training

Following their selection and employment, the Saturday School staff went to SCREL for an orientation conference. The morning was devoted to a presentation by early education professionals associated with the Laboratory. The afternoon was spent discussing and planning the operation of the School. The next day the staff observed a Caucasian preschool project and an Indian preschool effort, both of which involved parents directly in the educational process. After these site visits, the staff held a conference to compare differences and similarities between their observations and the proposed Saturday School. The Continuing Consultant and Home Visitor carefully selected from the Indian and Caucasian projects the ideas and techniques which they judged to be most relevant for trial in a Negro population. In the final preservice conference, a number of decisions were made and it may be helpful to list them. They are included here to point up the major concerns at the time just prior to beginning the school and following the preservice training.

Summary of Accomplishments and Decisions on Saturday School (made during the final Preservice Conference)

1. Teachers and teacher aides selected the rooms in which they were to teach.
2. Children were randomly assigned to the classrooms according to age and sex.
3. Teachers made class rosters.
4. The principal agreed that the Home Visitor would be able to use the "babysitting" room as her home base during the week, except on Wednesdays. The Home Visitor will report to the principal on matters concerning the school building or policies and to the Continuing Consultant on matters concerning program and problems in the Saturday School.
5. The Continuing Consultant will serve as coordinator of activities for the Saturday School and will work with the parent program each Saturday.
6. The basic supplies needed by the staff were listed and will be ordered by the Home Visitor.

7. Teachers and teacher aides set a date to meet briefly at the Elementary School to acquaint themselves with the school.
8. The teachers and teacher aides decided to hold a planning meeting and they set the date for it.
9. The Saturday School will be in operation every Saturday from October 5, 1968, through May 31, 1969, except the following: November 30, December 21, December 28, and April 5.
10. The principal will request the bus for Saturday pick-ups of parents and children and will make the necessary arrangements with the business manager.
11. On the first Saturday:
    a. Teachers and teacher aides will get their rooms ready between 8:00 a.m. and 9:00 a.m.
    b. Brief registration of parents and children will take place in the area outside the principal's office at 9:00 a.m.
    c. Teacher aides and babysitters will show parents and children to the proper room.
    d. Parents will remain with child as long as he or she is needed and then will go to the parent meeting in the cafeteria, where there will be coffee and cookies for them.
12. Saturday School staff will contact the Continuing Consultant, if an absence is unavoidable so that she may secure a substitute.

Inservice training was conducted weekly in feedback evaluation conferences held by the staff directly following the school. During these conferences each staff member reported his reactions to the day's program. Other staff questioned and suggested alternatives to problems which arose. Periodically through the year, the authors provided information about Early Education and parent involvement to the staff.

Recommendations

For a staff having little or no experience in Early Education, we would recommend at least a two-week period of pre-service training for all individuals connected with the Saturday School. This would probably not be necessary for former kindergarten teachers or others who are sophisticated in regard to Early Education. Inservice training should be an integral part of a new Saturday School. If consultants are not available, the more experienced staff in Early Education might develop a course of training for other staff members.

In the training aspect of the program, one factor which we would stress more is self-criticism. As the teachers learn to evaluate their work objectively, their work improves, particularly in the area of planning. This approach can also become a meaningful part of the evaluation of the overall program.

VII. EVALUATION

Following the class each Saturday, a conference was held in the parents room (a cafeteria, in our case). Seated around a table, and lead by the team coordinator, each staff member gave her reactions to the day's class. Other staff would suggest remedies or alternatives when problems were presented. This conference formed the basis of a consistent process evaluation. Periodic visits by the others were intended as additional feedback to the staff. The final evaluation report is included here in its entirety to show some of the particular problems we encountered, and partially solved our attitude toward the school's progress.

Process Evaluation: Caddo Parish Saturday School, Final Report, 5/24/69

In attempting to provide a continuous assessment of this program, I have focused on: 1) growth in the language development of individual children, 2) increase in the effectiveness of the aides as junior teachers, and 3) positive changes among the parents in their work and their interpersonal relations. In my opinion, the Caddo Saturday School program has been a marked success overall, and particularly along the three previously mentioned dimensions.

I have observed a consistent increase in the spontaneous verbal productions in both classrooms from the beginning of the program when the three and four year olds entered. At that time they typically played alone and talked very little. Today in both classrooms most of the children talked freely as they entered, and sought out and played with children other than the ones with whom they came. They began to play cooperatively in groups of two or three and continued their spontaneous conversations.

In the initial stages of the program the aides appeared to be self-conscious and quite uncertain about their roles in the program. They interacted very little with the children, spending most of their time preparing for, going and getting, and cleaning up after the snack. Today Aide 2 spent time individually with several children. She also helped two children with puzzles and assisted two others with block construction. Aide 2 worked effectively as a teacher with one group of children while Teacher 2 presented P. Mooney and Mr. Nobody from the Peabody Language Development Kit. Both of the aides appeared quite comfortable and motivated in their work. Their improvement has been, in my own opinion, another successful aspect of the program.

Early in the program when I observed the parent group most of them sat silently with evident disinterest apparent in their faces and there was little conversation throughout the morning. Their interest in the Home Visitor's comments and instructions on how to make a "take home box" could best be described as indifferent. They did not seem to relate working to producing something of worth or use to themselves as individuals capable of self-fulfillment and worth. Today, in marked contrast the hum of convivial conversation in a work-oriented atmosphere persisted throughout the morning. I observed members of the group showing off their own products to each other, and compliments passed freely between the members. In my opinion this is a strong indication of success for the program in the area of parent involvement. They are beginning to see themselves as worthwhile individuals who can be successful in making things which are of practical use.

Further confirmation of this involvement was obtained from a site visitor in an evaluation session following this last meeting of the parents. She repeated a conversation among some of the parents which she had overheard. They were discussing a planning meeting to be held next Saturday morning. One mother was going to keep the children while the other mothers would get together to decide how to continue the program. I interpret this as a positive affirmation of the Saturday School approach.

In criticizing this program activity, I would suggest that Teacher 1 spend more time prior to class time planning and preparing her lessons. Although the aides have grown in their responsibility and in their knowledge in Early Education, I would hope that in the next developmental stage of this concept, special emphasis would be placed on their roles. Looking back, I think it might have been helpful to have other parents from the community visit and give their reactions to the program.

The most pervasive limitation on this successful effort has been the attitude of secrecy about the program by the School Board. Their publicity about the program on radio, TV, and other news media, particularly in Louisiana, worked against building local support and transfer of this program.

In concluding this information feedback for future programs, I think it would be valuable to keep in mind those factors which contributed the most to the success of the program. In my own opinion the total program benefited most from the competence in two positions: 1) the consistent and stable leadership provided by the Continuing Consultant, and 2) the enthusiastic and ingenious involvement demonstrated by the Home Visitor.

The Saturday School concept has, in my own opinion, passed through this developmental stage as a workable, practical method for parents and Early Education.

Recommendations

We suggest that other teachers, parents, and other local community members in regular visits to the project are the most practical way of assessing the effectiveness of a program. The weekly staff meetings are the most useful method to maintain an atmosphere of self-appraisal and questioning about progress. We would strongly approve of psychological testing of the children if the results are an integral part of the teacher's work with each child.

ESTIMATED BUDGET
EARLY CHILDHOOD DEVELOPMENT CENTER
SATURDAY SCHOOL PROGRAM
CADDO PARISH, LOUISIANA

1. Personnel Compensation (based on 30 wk.)	
a. Salaries and Wages	
Home Visitor (full time - full yr.)	$ 6,000
Teacher (2) @ $30/day	1,300
Aide (2) @ $15/day	900
Nursery Aide (2) @ $5/day	300
b. Personnel Benefits (4.8%)	408
c. Consultant Fees	
Continuing Consultant (1) @ $35/day	1,050
Consulting Specialist (5) @ $100/day	500
	$10,458
2. Transportation and Per Diem	
a. Bus and Driver (rental $10/day)	$ 300
b. Field Trip (4) @ $25 ea.	100
c. Consultants	400
d. Project Staff	500
	$ 1,300
3. Rent and Utilities	$ --
4. Communications (telephone, parcel post)	$ 50
5. Printing and Reproduction (lesson plans and reprints)	$ 100
6. Other Services	
a. Food (snacks only)	$ 180
b. Insurance (20 @ $4 ea.)	120
	$ 300
7. Supplies	$ 650
8. Equipment Acquisition	$ 850
Total	$13,708

APPENDIX A

LESSON PLANS FOR CHILDREN

CADDO SATURDAY SCHOOL
Children's Schedule
October 5, 1968

9:00 - 10:15 - Registration and Orientation

Objectives:

To acquaint the child with his teacher, classroom and classmates.

To help the child to feel he is an important person to the teacher and to his classmates.

To help children think about how to listen and follow simple directions.

To stimulate oral language and verbal intelligence with major emphasis on reception, expression, and conceptualization. (This objective will prevail throughout the year, especially when PLDK kit is used.)

To help the child feel at ease while eating with others than his family. (This objective will prevail throughout the year when food or drink is served.)

Activities:

Greet each child as he enters and extend a personal invitation to explore the room.

Circulate among children and encourage them to talk about their families.

Play a short game: "One by One"

As we go walking one by one
One by one, One by one
You step with me, I'll step with you
One by one, One by one.

(Short tour of play area)

Music - nursery rhymes - play short listening game - talk about what "listening" is.

"Listen and say" use: can of rocks, drum, rhythm sticks, whistle.

Stoop Dance" - play music and instruct children to stoop when music stops.

Help the child to say "yes, please," "Thank you" when offered food.

Parents will come to the classroom to get the children.

Each child will take home his name card.

CADDO SATURDAY SCHOOL
Children's Schedule
October 12, 1968

Objective:

To develop a positive self-concept. Success in school depends in part on his feeling important to himself and to others, the purpose of these activities is to encourage self-awareness.

9:00 - 9:20 Exploratory period and picture taking.
(Make a poloroid picture of each child. Use picture beside name card so that each week the child can "read" his own name.)

(Form two groups for the next three activities, rotate groups.)

Story: "Just Like Mommy, Just Like Daddy"
by - Patty Simon (Grosset and Dunlap)

Picture "Reading"
Search for pictures of groups of children or people. Be sure there are Negroes in the pictures. Let children "read" picture story.

Finger Play Poem: "I Look in the Mirror and What Do I See?"

I look in the mirror
(hold up large mirror or child stands before floor mirror)
And what do I see?
The face that looks back
Is just little me.
(point thumb at self)

9:55 Song: "One by One"

Outside Play

10:15 Snack (informal conversation always encourages good manners)

10:30 Music: "My Hands" "I Touch" — Bowmar Records

11:00 Dismissal Song

Now our school day is over
We hate to see it go
Goodbye now, Goodbye now,
We must be on our way.

Materials

*Poster Boards (white)

Storybooks — "Just Like Mommy"
"Just Like Daddy"

*Masking Tape

Records — "My Hands" "I Touch"
Bowmar Records

CADDO SATURDAY SCHOOL
Children's Schedule
October 19, 1968

Objectives:

To develop listening skills.
To increase self-awareness.
To explore shapes, colors, and numbers.
To identify the characters and plot of "The Three Little Pigs."

9:00 Exploratory Period

9:20 "Read" name of classmates - picture will be by name.

"Read" own name

9:30 "Three Little Pigs"
Characters on flannel board

Ask: What did the man give the first little pig?
What did the pig do with it?
What happened to his house?
(Ask the same questions for the second and third pigs.)

9:40 Make "bust" of self.
Draw around the head and shoulders of the child on brown paper. Add button eyes, yarn hair.

9:50 Outside Play

Song: "One by One"

10:00 Restroom Break

Snack

10:10 Music

10:20 Explore shape, color and numbers.
(Two groups)

October 19

Activity: Place red circle, yellow square, blue triangle in box.
Child selects one and matches it to larger shape on chart.
(Teacher says, "You have a _____." Child repeats, "I have a _____." Children will name various foods and say the color.)

Finger Play: Here's a Ball"

A little ball o
A bigger ball O
A great big ball ◯ I see
Shall we count them?
Are you ready 1-2-3
(Use flannel board to display balls)

10:35 Music: "Hokey Pokey" (left and right)

Right Hand, Left Hand
(Follow action as rhyme indicates.)

This is my right hand,
I'll raise it up high,
This is my left hand,
I'll touch the sky.

Right hand, left hand,
Roll them around,
Left hand, right hand,
Pound, pound, pound.

10:45 March "Two by Two"

10:50 Song: "Rocket Ship."

11:00 Dismissal Song

Materials

*Three Pigs (pictures flannel)
*Brown paper, large buttons
*Black yarn
*Poster boards (white)
*Construction paper (red, yellow, blue)
Record (Hokey Pokey)

CADDO SATURDAY SCHOOL
Children's Schedule
October 26, 1968

Objectives:

To increase awareness of self.
To learn the "Pledge of Allegiance."
To encourage small group conversations.
To encourage self-selection of activities.

9:00	Exploratory Period
9:15	Pledge of Allegiance March with U. S. Flag (Play patriotic song)
9:20	Encourage each child to tell what he has selected to do from interest areas, housekeeping, coloring, cutting and pasting, building
9:40	Song: "One by One
	Out side Play (supervised)
9:50	Restroom Break
	Snack
10:10	Story and Dramatization: "Three Bears" (use character puppets)
10:20	Musical Activity
	Introduce Rhythm Band
10:40	Draw around children on brown paper as they lie on the floor. Help each child add: eyes, nose, ears, etc.
10:55	Dismissal Song: "Now Our School Day is Over"

Materials

- *Small flags (one for each)
- Keep boxes
- Character puppets (Three Bears)
- Rhythm Band
- Brown paper
- *Large buttons
- *Straws

CADDO SATURDAY SCHOOL
Children's Schedule
November 2, 1968

Objectives:

Developing and refining skills of sensory discrimination.
Extension of attention span. (Finger plays)
Recognition of simple shapes and colors.

9:00	Exploratory Period
9:25	Pledge of Allegiance Good Morning Song
9:30	Finger Play "Balls"
9:40	Song "One by One" Outside play
9:50	Restroom Break, washing of hands, snack
10:10	Divide class in two groups for following activities:
	Have large bag with various articles such as, cotton, fruit, bell, etc.
	Child reaches into bag. Pull out object and describe it. (touch, smell, hear, taste)
	Place chart of shapes on floor. Child pulls from box of smaller shapes. Teacher says you have a red triangle. Child repeats sentence and match the shape pulled to the large shape on poster.
10:40	Music: "My Hands" "I Touch" - Bowmar Records
10:55	Dismissal Song

CADDO SATURDAY SCHOOL
Children's Schedule
November 9, 1968

Objectives:

To observe fall coloration
To stimulate oral language
To encourage simple health habits

9:00 Exploratory Period

9:15 Pledge of Allegiance
Good Morning Songs

9:20 Encourage self-selection of interest areas

9:40 Song: "One by One"
Outside play (Supervised)
Observation of fall
Coloration: Bring in class samples

10:00 Restroom Break
Washing of hands, snack

10:20 Class make large poster of collections.

Two groups for next activities

10:35 Musical Activity
"Autumn Leaves"
(London Bridge tune)
Autumn leaves are falling down
Falling down, Falling down,
Autumn leaves are falling down
Red, yellow and brown.

Oral Language
Name the persons living in the home and what they do
(Mother, father, etc.)

10:55 Dismissal Song

CADDO SATURDAY SCHOOL
Children's Schedule
November 16, 1968

Objectives:

To enhance listening skills.
To reinforce the meaning of shapes, colors and numbers.
To identify the characters and plot of "The Gingerbread Boy."

9:00 Exploratory Period
"Read" names of children. Say and select own name.
Interest Centers

9:40 Musical Activity
"Holiday Rhythm Record"

9:55 "One by One"
Outside Play (Supervised)

10:05 Toilet Break - Washing of hands. Discussion of snacks.

10:30 "The Gingerbread Boy"
Use of the "Show and Tell" with the record to accompany the story.
Ask: 1. "Why did the woman make cookies into a gingerbread boy?"
2. "Why did (animal) chase the gingerbread boy?" "Then what happened?"

10:45 Explore shape, color and numbers with puzzles and miniature shapes. (Two groups)

10:55 Dismissal Song "Now Our School Day Is Over"

Materials

Show and Tell
Record (The Gingerbread Boy")
Miniature shapes cut-outs
Puzzles

CADDO SATURDAY SCHOOL
Children's Schedule
November 23, 1968

Objectives:

To encourage oral language.
To reinforce the saying of the "Pledge."
To identify and name colors.

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Musical Activity
    March with U. S. Flag
    (Play patriotic song)

9:55 "Two by Two"
Outside Play (Supervised)

10:05 Toilet Break - Washing of hands.
Discussion of snacks and Thanksgiving holiday.

10:30 Play a short matching game. Use different kinds of scarfs. Encourage children to select a scarf. (Matching colors and partners)

10:45 Story "The First Thanksgiving" (in pictures)

10:55 Dismissal Song
    "Now Our School Day is Over."

Materials

- Assorted scarfs
- Flags

CADDO SATURDAY SCHOOL
Children's Schedule
December 7, 1968

Objectives:

To offer opportunities for observation of sound.
To increase oral vocabulary
(by adding meaning to Big, Little, Up and Down)

9:00 Exploratory Period
Pledge - Good Morning Song
Interest Centers

9:40 Musical Activity
Rhythm Band

9:55 "Two by Two"
Outside Play (Supervised)

10:05 Toilet Break - Washing of hands - Snacks

10:30 Two groups will be formed for the following activities:

Sound:
Observation: "Feel it, See it, Hear it."
("Science" - Mildred Swift and Lois Rather)

I. Nail spikes at opposite ends of a two-foot board. Stretch heavy rubber band between them. Allow children to pluck. Vibration will be felt through board and nails; it will be seen by movement of rubber band; it will make a sound. Try tightening the band to get a higher pitch.

Put a handful of sand on a drumhead. Strike sharply with fingers. Children can see sand jump with vibrations.

II. Children feel their own throats while making various sounds, thus producing vibration of their own vocal cords.

10:50 Story Time
Book - "Big and Little, Up and Down" by Ethel S. Berkley, W. R. Scott.

11:00 Dismissal Song
"Now Our School Day is Over"

Materials:
Two-foot Board, 2 large nails, 1 heavy rubber band, 1 Drum; small amount of sand; rhythm band; book: "Big and Little, Up and Down"

CADDO SATURDAY SCHOOL
December 14, 1968

Children Schedule

Objectives:

To develop gross motor skills.
To enable each child to express his ideas and feelings through sponge painting.
To stimulate oral language.
(Peabody Kit #P Lesson 1)

9:00 Exploratory Period
Good Moring Songs
Pledge to Allegiance
Interest Centers

9:40 Musical Activity
"Do Bee" song with the record to accompany the musical actions.

10:05 "Two by Two"
Toilet break - Washing of hands. Snacks

10:20 "The Little Engine That Could"
Ask: 1. What did the little engine say?
2. Name some of the toy animals on the train.
3. Name some of the food animals on the train.

10:30 Art (Sponge Painting)
Peabody Kit (Lesson 1)

10:55 Dismissal Song "Now Our School Day Is Over"

Materials:
Sponges
Drawing paper
Book (The Little Engine That Could)
Finger Paint (Blue, Yellow, Red and Green)

CADDO SATURDAY SCHOOL

January 4, 1968

Children's Schedule

Objectives:

To stimulate oral language
(Peabody Kit #P Lesson 2)
Knowledge of simple christmas story and music.
Explore numbers
To produce personal satisfaction within the child through creative art.

9:00 Exploratory Period

Pledge of Allegiance
Good Morning Song

9:40 Finger Play "Friends"

I have two friends
(Hold up two fingers on left hand)
And they have me
(Hold up one finger on right hand).
Two friends and me
(Bend each from left to right)
That's 1, 2, 3.
(Hold up while saying 1, 2, 3.)

Song "Jingle Bells" (Use rhythm band)
outside

10:05 Restroom break - Washing of hands, snack

10:30 Peabody Kit

Art (Finger painting - Shadow painting using christmas colors)

10:50 Christmas Story
(Use christmas picture panorama)

11:00 Dismissal Song

Parents bring stockings to children for a "Christmas Surprise"

Materials:

Peabody Kit
Flags

CADDO SATURDAY SCHOOL
Children's Schedule
January 4, 1969

Objectives:

To develop gross motor skills.
To enable each child to express his ideas and feelings through sponge painting.
To stimulate oral language.
(Peabody Kit #P Lesson 1)

9:00 Exploratory Period
Good Morning Songs
Pledge to Allegiance
Interest Centers

9:40 Musical Activity
"Do Bee" song with the record to accompany the musical actions.

10:05 "Two by Two"
Toilet break - Washing of hands. Snacks

10:20 "The Little Engine That Could"
Ask:
1. What did the little engine say?
2. Name some of the toy animals on the train.
3. Name some of the food animals on the train.

10:30 Art (Sponge Painting)
Peabody Kit (Lesson 1)

10:55 Dismissal Song "Now Our School Day Is Over"

Materials:
- Sponges
- Drawing paper
- Book (The Little Engine That Could)
- Finger Paint (Blue, Yellow, Red and Green)

CADDO SATURDAY SCHOOL
Children's Schedule
January 11, 1969

Objectives

To enhance listening skills.
To recognize differences and similarities in details of people, objects and animals.
To stimulate and encourage oral language.
(Peabody Kit Level #P)

9:00 Exploratory Period
Good Morning Songs
Finger Plays
Pledge to Allegiance
Interest Centers

9:40 Peabody Kit P Lesson # 2 Part A

10:05 "Three by Three"
Toilet Break - Washing of hands. Snacks

10:20 Divide class into two groups for following activities:
I. Have large box with various objects such as blocks, socks, boxes, balls and ribbon. Child reaches into box; pulls out an object and describes it (big, little, long, short, wide, narrow).

II. Use the Ideal Chart #270C. Child finds pictures that are alike - different.

10:40 Musical Activity
"Romper Room Activity Songs Album"
Bend and Stretch

10:50 Story - "The Little Red Hen"
Use of the "Show and Tell" with the record to accompany the story.

11:00 Dismissal Song
"Now Our School Day Is Over"

Materials:
- Ribbon - Wide and narrow
- Balls - Big and little
- Ideal Chart #270C (Pictures alike-different)
- Show and Tell
- Romper Room Activity Songs Album
- Record - The Little Red Hen
- Socks - Child and man
- Boxes - Big and little

CADDO SATURDAY SCHOOL
Children's Schedule
January 18, 1969

Objectives

To enhance oral language development.
To explore concrete number concepts 1-3.
Creative art expressions through the use of string, straw and sponge paintings.

9:00 Exploratory Period
Interest Centers
Art Paintings - finger plays
Pledge of Allegiance

9:40 Peabody Language Development
Kit Lesson #2, Part B

10:00 "One by One" - "Two by Two"
"Three by Three" - (Review Songs)
Toilet break- Washing of hands. Snacks

10:20 Divide class into two groups.

I. "Matching number objects". Place picture number cards on floor. Place identical set on table. Pupil selects card from table, count pictures, find mate on floor.

II. Using a box of crayons (several of 3 colors - red, blue, yellow)

Bring me one red
Bring me two blue
Bring me three yellow

Take one red crayon from box and put on table
Make two blue marks on this paper.

10:40 Musical Activity
Play record with 3/4 time. Pupils use rhythm sticks and hit 1, 2, 3, counting as they hit.

10:50 Story Time
"One Fish, Two fish, Red Fish, Blue Fish"- Dr. Seuss

11:00 Goodby Song

Materials:
- Strings
- Straws
- Record (3/4 time)
- 2 Sets of Picture Number Cards (identical)
- Book - Dr. Seuss
  "One Fish, Two Fish, Red Fish, Blue Fish."
- Red, Yellow, Blue Paint

Caddo Saturday School
Children's Schedule
January 25, 1969

Objectives

Extension of attention span. (Finger plays)

Learning to follow directions using the sense of right or left.

To stimulate oral language. (Peabody Kit #P Lesson #3, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Kit #P, Lesson #3, Part A

10:05 "Three by Three"
Toilet break - Washing of hands. Snacks.

10:10 Divide class in two groups for the following activities:

I. Show pupils the rhyme "Humpty Dumpty" (Pupils repeat the rhyme, indicating the appropriate parts.)

II. Finger Play - Right Hand, Left Hand (Pupils follow action as rhyme indicates.

Right Hand, Left Hand

This is my right hand.
I'll raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them around.

10:40 Musical Activity - "Hokey Pokey"

10:50 Story - "The Sand Pail Book", by Dick Martin

11:00 Dismissal Song

Now our school day is over
We hate to see it go
Goodbye now, Goodbye now,
We must be on our way.

Materials

Storybooks - "The Sand Pail Book" by Dick Martin
Records - Hokey Pokey
Rhymes - Humpty Dumpty

Caddo Saturday School
Children's Schedule
February 1, 1969

Objectives

Self-concept develops through the child's view of himself in relation to people and things around him.
Classification of familiar items.
Building mental images.
Encourage oral Language.
(Peabody Kit #P, Lesson #3, Part B)

9:00 Exploratory Period
Interest Centers
Finger Play Poem: "I Look in the Mirror and What Do I See?"
I look in the mirror
(hold up large mirror or child stands before floor mirror)
And what do I see?
The face that looks back
Is just little me.
(point thumb at self)

9:40 Peabody Kit #P, Lesson #3, Part B.

10:05 "Three by Three"
Toilet break - Washing of hands. Snacks

10:10 Divide class in two groups for the following activities:
I. Pupils will find a picture of a child "like himself" in a magazine. Paste the cutout picture on poster board and describe it if they so desire.
II. Classify the colors and animals , using a large box for each. Pupils will put all colors in the box which has a color on the outside of the box. Place all animals in another box which has an animal on the outside of the box.

10:40 Musical Activity
"I Will Clap My Hand" "I Touch." Song for children with Special Needs by Bowmar.

10:50 Story - "The Sunshine Book" by Helen Federico

11:00 Dismissal Song

Materials

Magazines
Poster Boards - (White)
Records - "I Will Clap My Hand" "I Touch" (Bowmar)
Farm Set
Color

Caddo Saturday School
Children's Schedule
February 8, 1969

Objectives:

Awareness of importance of clean teeth.
To become acquainted with the Dentist.
Continued oral language development
(Peabody Language Kit #P, Lesson #4, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers (Encourage self-selection of interest centers)

9:40 Peabody Language Kit #P, Lesson #4, Part A

10:05 "Three by Three"
Toilet break - Washing of hands - Snacks

10:20 Story - The Dentist, Harper Row (Preparation for resource person: The Dentist)

10:40 Musical Activity
"Holiday Rhythm Record"

10:50 Resource Person (Flexibility in schedule has been allowed for the Dentist's visit)

11:00 Dismissal Song
"Now Our School Day is Over"

Materials

Picture forms and resource board to accompany the story
"The Dentist, Harper and Row Basic Reading Book)
Record (Holiday Rhythm Record)
Peabody Kit.

Caddo Saturday School
Children's Schedule
February 15, 1969

Objectives:

Following precise directions.
Developing number experiences.
Extending oral language development.
(Peabody Language Kit #P, Lesson #4, Part B)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers (Encourage self-selection of interest centers)

9:40 Peabody Language Kit #P, Lesson #4, Part B

10:05 "Four by Four"
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for following activities:

I. Place objects in a box (pencils, keys, rubber bands, etc.)
Example -
Teacher: Go to the box and bring one pencil.

II. Place objects in another box. Pupils count and tell how many.

10:40 Musical Activity
Rhythm Band (Play a patriotic march)

10:50 Story - Friskey, Margaret - "Chicken Little Count to Ten"

11:00 Dismissal Song
"Now Our School Day is Over"

Materials

Two boxes (a pencil and a shoe box)
Objects - rubber bands, pencils, keys, small blocks, etc.
Peabody Kit
Rhythm Band
Book - "Chicken Little Count to Ten"

Caddo Saturday School
Children's Schedule
February 22, 1969

Objectives:

- Comparing size and color
- Identifying and reviewing colors
- Following the sequence of a rhyme
- Continued oral language development (Peabody Language Kit #P, Lesson #5, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers (Encourage self-selection of interest centers)

9:40 Peabody Language Kit #P, Lesson #5, Part A)

10:05 "Five by Five"
Toilet break - Washing of hands - Snacks

10:20 Activity - (One group)
Use graded circles, squares, and triangles. Pupil places a shape on board (graduated sizes - same colors together)

10:40 Musical Activity (A Game)
Three pupils are bee hives. Each hive is a different color. Other pupils have colored bees pinned on them. Bees go to their hives when music stops. Example - Red bees say "Red" and go to red hive, etc.

10:50 "Humpty Dumpty" Dramatize and follow sequence.
Example - Asked
1. Where did Humpty Dumpty sit?
2. What happened to Humpty Dumpty?

11:00 Dismissal Song
"Now Our School Day Is Over"

Materials:

- Rhyme - "Humpty Dumpty"
- Creative Plaything - N - 100
- Graded Circles, Squares and Triangles
- Peabody Kit
- Red, yellow and blue silhouette of bees and their hives. (construction paper)

Caddo Saturday School
Children's Schedule
March 1, 1969

Objectives:

Identifying and reviewing numbers and colors
To enable each child to express his ideas through the use of straw painting
To enhance listening skills
(Peabody Language Kit #P, Lesson #5, Part B)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Language Kit #P, Lesson #5, Part B

10:05 "Five by Five"
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for following activities:

I. Art Activity. Pupils will use large plastic straws and paper. Place a straw in the pupil hand. Pupils will blow through the straws to give a design on the paper.

II. Use two red circles, two yellow squares and two blue triangles. Place one of each color on floor and on table. Pupil will choose one from the floor and match it with one on table. Pupils will count and name colors.

10:40 Musical Activity
Rhythm Band
"Rhythm Time #2" Side A - Record II
Bowmar Records

10:50 Story - Martin, Dick - "The Apple Book"

11:00 Dismissal Song
"Now Our School Day is Over"

Materials
Shapes cut from construction paper.
(2 red circles, 2 yellow squares, 2 blue triangles)
Book - "The Apple Book"
Record - "Rhythm Time #2" Record II, Side A
Peabody Kit
Paint - (Yellow, Red, Blue, White)
Large Straws (Plastic)

Caddo Saturday School
Children's Schedule
March 8, 1969

Objectives:

Enhance the ability to sense and recognize various rhythmic movement
Identifying longest and shortest
Continued oral language development
(Peabody Language Kit #P, Lesson #6, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Finger Plays
"Three Little Balls"
"Touch Me"

I'll touch my hair, lips and eyes
I'll sit up straight and then I rise
I'll touch my ears, my nose, my chin,
Then I'll quietly sit down again.

Interest Centers
Good Morning Songs

9:40 Peabody Language Kit P, Lesson #6, Part A

10:05 Repetition of song one through five
"One by One"
"Two by Two"
"Three by Three"
"Four by Four"
"Five by Five"
Toilet break - Washing of hands - Snacks

10:20 Activity - (One group)
Use ribbon to indicate the shortest and longest. Pupils will pin the shortest and longest pieces of ribbon on the flannel board.

10:40 Musical Activity
(Listen to record. Pupils will suggest ways of moving)
Run, Walk, Skip, Tiptoe
Bowmar Records - Rhythm Time
Album #2, Side 1, Basic Rhythms

10:50 Story - Dugan, William "The Ball Book"

11:00 Dismissal Song
"Now Our School Day is Over"

Materials

Ribbon (Various sizes), Book, Peabody Kit, Record (Rhythm Time Album #2, Basic Rhythms, Side 1, Bowmar Records) Flannel board, Story - Dugan, William "The Ball Book"

Caddo Saturday School
Children's Schedule
March 15, 1969

Objectives:

To increase attention span
To exercise simple judgement
To stimulate oral language
(Peabody Language Kit #P, Lesson #6, Part B)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Finger Plays
Interest Centers

9:40 Peabody Language Kit #P, Lesson #6, Part B

10:05 "Six by Six"
Toilet break - Washing of hands - Snacks

10:20 Activity - (One group)
Pupils will choose a toy and talk about it
Example -
Teacher: Ask, "Would you play with this toy on a sunny day or a rainy day? Why?"

10:40 Musical Activity
"Hokey Pokey"

10:50 Story - Keates, Exra Jack - "Peter's Chair"

11:00 Dismissal Song
"Now Our School Day is Over"

Materials
- Toys
- Peabody Kit
- Record - Hokey Pokey
- Story - Keates, Ezra Jack "Peter's Chair"

Caddo Saturday School
Children's Schedule
March 22, 1969

Objectives:

To extend the concepts of "sound and hearing."
To encourage children to play creatively the nursery rhyme, "Little Miss Muffett."
To encourage oral language development.
(Peabody Language Kit #P, Lesson #7, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Language Kit #P, Lesson #7, Part A

10:05 Song "Four by Four"
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. Use a large table. Place on the table various objects that will make a sound. Pupils will identify each sound that is made.

2. Pupils will dramatize the rhyme "Little Miss Muffett." Have pupils to act out the parts of Miss Muffett and the spider. All pupils will say the rhyme "Little Miss Muffett."

   Little Miss Muffett, she sat on a tuffett,
   Eating of curds and whey;
   There came a big spider and sat down beside her,
   And frightened Miss Muffett away.

10:40 Musical Activity - Skipping, Walking
Bowmar Rhythm Record

10:50 Story - My House Book

11:00 Dismissal Song
"Now Our School Day Is Over"

Materials

Book - Miller, John - My House Book
Bowmar Rhythm Record
The nursery rhyme "Little Miss Muffett"
A bowl, a spoon, a large round pillow, long dress for Miss Muffett, bell, whistle, sticks, Peabody Kit.

Caddo Saturday School
Children's Schedule
March 29, 1969

Objectives:

Discrimination of colors.
(Red, yellow, white)
Enriching number experiences.
Awareness of the approaching holiday.
Continue oral language development.
(Peabody Language Kit #P, Lesson #7, Part B.)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Language Kit, #P, Lesson #7, Part B.

10:05 Song - Five by Five
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. Place different colors of eggs in a basket. Take one egg of each color and place on the floor. A child will reach into the basket and take out one egg. Find the egg on the floor that matches the one he took from the basket, saying, "I have red eggs."

2. Put five rabbits on the flannel board. Pupils will count and tell how many rabbits they see. Some pupils will pretend they are real rabbits and hop counting - One - Two - Three - etc.

10:40 Musical Activity
Hokey Pokey - Patriotic March
Bowmar Records

10:50 Story - Golden Bunny

11:00 Dismissal Song - "Now Our School Day Is Over"

Materials

Basket, one box Easter eggs (assorted paper), 5 rabbits
Record - Bowmar Records
Peabody Kit
Flannel Board
Book - Brown, Margaret Wise - Golden Bunny
Flags

Caddo Saturday School
Children's Schedule
April 12, 1969

Objectives:

To extend attention span.
To add to the child's observation about a plant and its parts.
To stimulate oral language.
(Peabody Language Kit #P, Lesson #8, Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

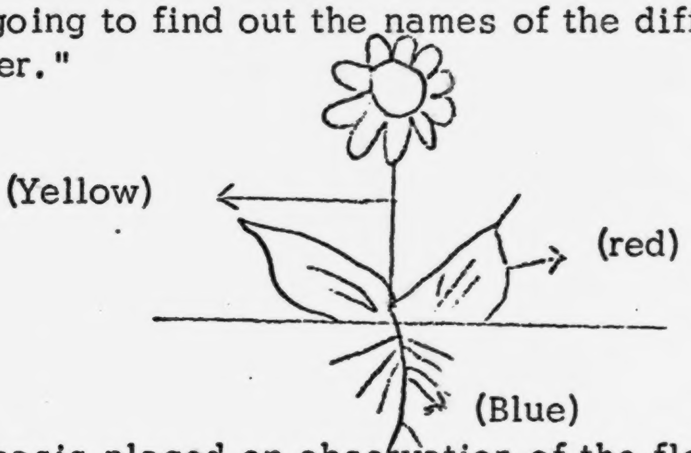
9:40 Peabody Language Kit #P, Lesson #8, Part A)

10:05 Repetition of song one through five. ("One by One", etc.)
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. Science Activity - Real plant brought in the classroom. Use a paper plant on the flannel board. Have each part of the plant identified by a colored square of construction paper. Say to the pupils, "Here we have a flower. We are going to find out the names of the different parts of our flower."

   Ex.



   Emphasis placed on observation of the flower and not the parts.)

2. Nursery Rhyme - Jack and Jill. Characters on flannel board. Ask: Where did Jack go? What happened to Jack? Was Jill a girl or a boy?

10:40 Musical Activity - Rhythm Band

10:50 Story - Somebody's Slippers, Somebody's Shoes

11:00 Dismissal Song - "Now Our School Day Is Over"

Materials:

Rhythm Band, Book - Brenna, Barbara - Somebody's Slippers, Somebody's Shoes, Peabody Kit, Real Plant, Plant made from construction paper showing the various parts, flannel board.

Say the words and then sing them.

"Now our school day is over
We hate to see it go
Goodbye now, Goodbye now,
We must be on our way."

Materials:

Peabody Kit
Balloons (big)
Whistle, Bell, Sticks
Telephone, Triangles
Drum, Tin Can and Spoon
Flannel Board
Puppets - "Three Little Pigs"
Records - "My Hands" "I Touch"
  Bowmar Records

Caddo Saturday School
Children's Schedule
April 26, 1969

Objectives:

Reviewing listening skills.
Extending number experiences.
Reviewing the characters and plot of "The Three Little Pigs"
Continued oral language development (Peabody Language Kit Lesson #8 - Part B)

9:00 Exploratory Period
Pledge of Allegiance
Finger Plays
Interest Centers

9:40 Peabody Language Kit Lesson #8 - Part B
(Divide class in two groups)

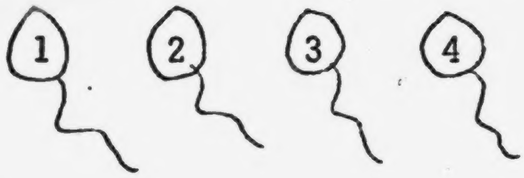
10:05 "One by One"
"Two by Two"
"Three by Three"

Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. Use a large bag. Put in the bag various objects that will make a sound. Pupils will identify each sound that is made.

2. Place on flannel board six balloons. Put numbers on the balloons. Pupils will burst the balloons by telling what the numbers are.
Example:



10:40 Musical Activity
"My Hands"
"I Touch" - Bowmar Records

10:50 Story - "Three Little Pigs"
Puppets - Dramatization
Ask: What did the man give the first little pig?
What happened to his house?
(Ask the same questions for the second and third pigs)

11:00 Dismissal Song
"Now Our School Day is Over"

Caddo Saturday School
Children's Schedule
May 3, 1969

Objectives:

Identifying and reviewing colors.
Increase muscular coordination through sponge painting.
Encourage oral language.(Peabody Language Kit Lesson #9 - Part A)

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Language Kit Lesson # 9 - Part A
(Divide class in two groups)

10:05 "Four by Four"
"Five by Five"
"Six by Six"

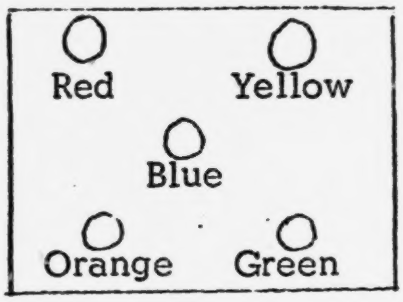
Toilet break - Washing of hands - Snacks

10:20 Divide the class in two groups for the following activities:

1. Sponge painting - pupils will select their own colors.

2. Put five different colors on a poster. Cut out the same colors used on the poster (use assorted construction paper). Pupils will match the cut out colors with the colors on the poster.

Example



10:40 Musical Activity (A game)
Three pupils are bee hives. Each hive is a different color. Other pupils have colored bees pinned on them. Bees go to their hives when music stops.
Ex. Red bees say "Red" and go to the red hive, etc.

10:50 Story - "Now I Can Count" by Dean Hay

11:00 Dismissal Song

Materials:

Assorted Construction paper
Bees (Assorted Colors)
White Poster
Sponges
Paint (Red, Blue, Yellow, Black)
Peabody Kit

Caddo Saturday School
Children's Schedule
May 10, 1969

Objectives:

Classification of familiar items.
Stimulate oral language.
(Peabody Kit #P, Lesson #9 - Part B)
Encourage self awareness.

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 (Peabody Language Kit, #Lesson #9 - Part B)

10:05 Song "One by One"
" "Two by Two"
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. Finger Play Poem: "I Look in the Mirror and What Do I See?
   I look in the mirror (hold up large mirror or child stands before floor mirror)
   And what do I see?
   The face that looks back
   Is just little me. (point thumb at self)

2. Guessing Game - Place household cards along the chalk ledge.
   (Use cards from Peabody Kit H-1 through H-8)
   Pupils will name the cards that describes each sentence.
   Example - Ask:
   What is tall, big and something in which you put food to keep it cold. (refrigerator, show the picture).
   What is round, has numbers and tells the time? (clock)

10:40 Musical Activity
"Holiday Rhythm Record"

10:50 Story "All in One Day" by Ozone, Lucy

11:00 Dismissal Song "Now Our School Day is Over"

Materials

Peabody Language Kit
Large floor mirror
Household Cards
Holiday Rhythm Records

10:50 Story "The Gingerbread Boy"
(Use of the "Show and Tell" with the record to accompany the story)

11:00 Dismissal Song
"Now Our School Day is Over"

Materials

Show and Tell
Record (The Gingerbread Boy)
Pictures (wagon, ball, tree, cat)
Strings (Use yarn of various sizes)
Patriotic Record
Peabody Language Kit

Caddo Saturday School
Children's Schedule
May 17, 1969

Objectives:

Expressing feelings through the use of string painting.
Continued oral language development
(Peabody Language Kit lesson #10 Part A)
Locating a specific object using the words first or last.

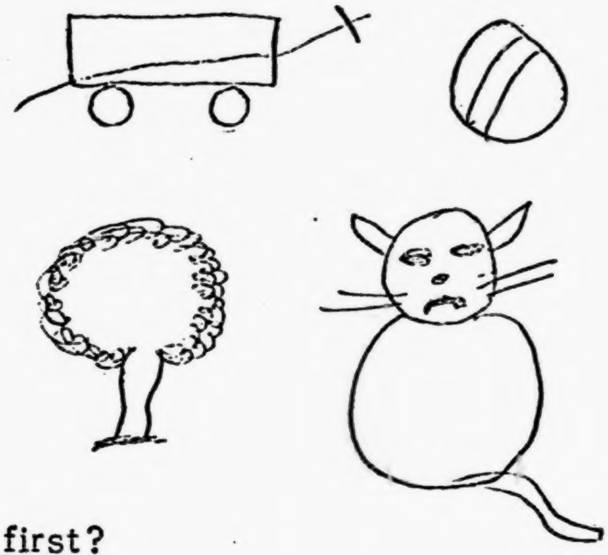
9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:40 Peabody Language Kit #P Lesson #10 Part A

10:05 Song "Three by Three"
" "Four by Four"
Toilet break - Washing of hands - Snacks

10:20 Divide class in two groups for the following activities:

1. String painting - pupils will select their own strings (Strings of different sizes).
2. Show and Tell Me Game
   Place on flannel board a picture of a cat, ball, wagon and tree.
   Change each picture and ask:
   Example:



Which one is first?
Which one is last?
Pupils will point to the picture and name the one that is first or last.

10:40 Musical Activity (A Parade)
Pupils will choose a partner.
March around the room carrying individual flags. (Play patriotic song)

Caddo Saturday School
Children's Schedule
May 24, 1969

Objectives:

To become acquainted with Zoo animals.
Visit the zoo to see real zoo animals.
Encourage oral language.
(Peabody Language Kit #P, Lesson 10 - Part B)
Awareness of school closing experiences.

9:00 Exploratory Period
Pledge of Allegiance
Good Morning Songs
Interest Centers

9:30 Peabody Language Kit #P, Lesson 10 - Part B

10:05 Song - "Four by Four"
" "Five by Five"
Toilet break - Washing of hands - Snacks

10:20 An imaginary trip to the zoo with pictures of animals. Use a frieze to show zoo animals. Discuss animals and how they look.

10:30 A Trip to the Zoo

(Flexibility in schedule has been allowed for the trip)

11:00 Dismissal Song

Materials

Zoo Animals
Peabody Kit
Frieze Paper (white)

APPENDIX B

SCHEDULES FOR PARENTS

CADDO PARISH SATURDAY SCHOOL

Parent Schedule
October 5, 1968

PREPARATION: Mrs. Lee will make name tags for parents.

Mrs. Mothershed will see that coffee is made.

Mrs. Lee will make sample "take-home" boxes from bleach bottle and cigar box.

- Introductions of everyone present.
- Mrs. Parrish will explain the Saturday School philosophy.
- Dr. Hays will talk with parents about their role in the program.
- Mrs. Lee will show samples of "take-home" boxes and will ask parents to bring a bottle or a box next Saturday.

Caddo Saturday School
Parent's Schedule
October 5, 1968

Objectives:

To acquaint parents with each other, classroom teachers, other personnel and the purpose of the program.

Special Activity:

Take home kit. Explain how the bleach bottle is used for the kit, what lessons can be taught at home with the kit such as learning colors, shapes, how to lace shoes and etc.

9:00 Registration and Orientation

10:15 Coffee Break

10:30 Observe lesson plans for children
Read each objective:
    To acquaint the child with his teacher, classroom and classmates.
    To help the child feel he is an important person.
    To help children think about how to listen and follow simple directions.
    To stimulate oral language and verbal intelligence with major emphasis on reception, expression, and conceptualization.
    To help the child feel at ease while eating with others than his family.
Explain each objective.
Demonstrate how teacher will welcome each child and encourage him to explore the room.
Play the short game "One by One".
Tell how this is a starter in listening and following directions. It also gives a concept of the number one (1).
Music: Nursery rhymes - talk about "listening." Use can of rocks, drum, rhythm sticks and whistle. Listen to see if each sound can be identified.
Explain how important it is to teach child to say "please" and "thank you" at home.
Stoop Dance. Play music and instruct parents to stoop when music stops. This encourages listening and following directions.
Purpose of program: Dr. Hayes

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
October 12, 1968

Objectives:

To emphasize the importance of a positive self concept.
To encourage self awareness.

9:00 As parents arrive pin on name cards.
Special Activity: Work on take-home kit.

10:15 Snack

10:30 Observe lesson plans for children. Tell about picture taking in the class, how placing picture on name card will help child identify his name. This also helps with self awareness.

Story: "Just Like Mommy, Just Like Daddy." Children like to be like mommy and daddy. This story helps the child feel important to himself and family. Explain how letting the child find pictures in magazines or elsewhere of groups of children, especially Negroes, will help encourage self awareness and positive self-concept.

Finger play poem: I look in the mirror and what do I see?

I look in the mirror , and what do I see?
The face that looks back, is just little me.

This is an attractive way to make the child feel important.

Song: "One by One." Help the parents to understand that repetition is important with the child, so this may be done several times.

Music: "My Hands", Bowmar Records. This helps the child become aware of parts of the body, thereby encouraging self awareness.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
October 19, 1968

Objectives:

To develop listening skills.
To increase self awareness.
To explore shapes, colors and numbers.
To identify the characters and plot of "The Three Little Pigs"

9:00 Ask one parent to take charge of name tags each Saturday placing them on and taking them up at the end of class.

Special Activity: Continue work on take-home kits.

10:15 Snack

10:30 Observe lesson plans for children. Read each objective carefully and tell what each is intended to do for the child.

Read "Three Little Pigs" using characters on flannel board.

Ask: What did the man give the first little pig? What did the pig do with it? What happened to his house?

Explain that by asking these questions about each little pig, it will help to develop listening skills and identify the characters in the story.

Demonstrate how the teacher helps the child make a bust of himself on brown paper. This is another step in increasing self awareness.

Song: "One by One". Have parents form a line single file, march around the room singing "One by One". This is still the concept of number one.

Place red circle, yellow square, blue triangle in a box. (Let a parent pretend to be a child. Select one and match it with a larger one on a flannel board. This is intended to help the child recognize shapes and colors.

Finger play: "Here's a Ball"

A little ball o; A bigger ball o
A great big ball O I see;
Shall we count them; Are you ready, 1-2-3.

Let all the parents say this together as the balls are displayed on flannel board. This teaches recognition of sizes, number concept and listening skills.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
October 26, 1968

Objectives:

To increase awareness of self.
To learn the "Pledge of Allegiance."
To encourage small group conversations.
To encourage self-selection of activities.

9:00 Parent in charge pin name tags on parents as they arrive.

Special Activity: Some working on take-home kit, some on take-home boxes. These are made from cigar boxes covered with felt and decorated on top.

10:15 Snack

10:30 Pass out lesson plans to each parent. All read objectives of the children's lesson for today.

Have a parent (volunteer if possible) to hold U.S. Flag, as the group says the Pledge of Allegiance.

Song: "One by One"

Demonstrate (by talking to parent as if she was a child) how the teachers will encourage each child to select some area to work in the room, housekeeping, coloring, cutting, pasting or building. Then get them to talk about this area and themselves. This encourages conversation.

Story: "Three Bears". Ask three parents to volunteer to act out part with character puppets. Ask questions: "What did Goldilocks do when she first entered the cabin?" "What did she find about the chairs?" "What did she find about the beds?"

Introduce Rhythm Band. Let parent use musical instruments to follow rhythm of records.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
November 2, 1968

Objectives:

Developing and refining skills of sensory discrimination.
Extension of attention span.
Finger plays
Recognition of simple shapes and colors.

9:00 Greeting each parent by name and pinning on name tags.

Special Activity: Making charts of shapes and colors using white poster board, construction paper of assorted colors. Parents cut circles, squares, triangles and rectangles and arrange them on poster board.

10:15 Snack

10:30 Read and explain objectives of children's lesson.
Sing Good Morning song.
Finger play "Balls"

A little ball o
A bigger ball O
A great big ball O I see
Shall we count them?
Are you ready, 1-2-3.

Have parents use fingers to form circles for different size balls and counting. This helps develop attention span and muscle coordination.

Have a large bag with various articles such as cotton, fruit, bell etc. A parent acting as a child will take an object from the bag and describe it (tough, smell, hear and taste). This develops sensory discrimination. Place one of the charts on a table. A parent pulls a smaller shape from a box and matches it with one like it on chart. Ask parent to name the shape in a complete sentence.

Music: "My Hands", "I Touch". This helps recognize parts of the heard.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
November 9, 1969

Objectives:

To observe fall coloration.
To stimulate oral language.
To encourage simple health habits.

9:00 Parents arrive. To encourage getting better acquainted, try greeting each other and omit name tags.

Special Activity: Decorate coffee cans for storage of play dough.

10:15 Snack

10:30 Discuss objectives of lesson for today.
Good Morning song.
Pledge of Allegiance.
Song "One by One"

Observation of fall. Have samples of leaves, insects, etc. Discuss various colors of leaves. Tell how this comes about in the fall. how the insects live in the fall. Make poster of collections.

Musical Activity: "Autumn Leaves" (to the tune of "London Bridge")
"Autumn leaves are falling down, falling down, falling down,
Autumn leaves are falling down, red, yellow and brown."
This helps to impress the observation of fall in the minds of the children.

Name the persons living in the home and tell what they do. This encourages oral language.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
November 16, 1968

Objectives:

To enhance listening skills.
To reinforce the meaning of shapes, colors and numbers.
To identify the characters and plot of "The Gingerbread Boy".

9:00 Parents arrive. Those who have finished other project are assembled at one long table.

Special Activity: Make play dough.

10:15 Snack.

10:30 Observe lesson plans. Explain what each is intended to do for the child. Using the Show and Tell and record. present the "Gingerbread Boy." Ask: "Why did animal chase Gingerbread Boy? Then what happened?"

Parents cut out a Gingerbread Boy from brown construction paper to carry home. Suggested questions: "What color was the Gingerbread Boy?" "If you had a Gingerbread Boy what would you do with him?" This is to indicate how well the child listens during the reading of a story.

Have parents make posters of various colors of shapes to carry home. Urge them to talk with their children about the different shapes and name the colors. This is to help reinforce the meaning of shapes and colors.

Testing, Dr. Gwin, Centenary College.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
November 23, 1968

Objectives:

To encourage oral language.
To reinforce the saying of the "Pledge".
To identify and name colors.

9:00 Arrival and greetings.

Special Activity: Those who were absent last Saturday must make play dough. Everyone will make something from play dough.

10:15 Snack

10:30 Observe lesson plans for children.
Good Morning song.
Pledge of Allegiance.

Musical Activity: Play patriotic song. Have parents form a line two by two and march around room. This introduces the next number concept (two). It also teaches how to keep in step with music.

Play a game letting parents pretend to be children. Using different colors of scarfs (two of each color) let a parent with each color stand. The parent with the matching color scarf will stand along side of this parent. This encourages identifying colors.

Story: "The First Thanksgiving." (Use pictures) Parents will be urged to explain to children why we have Thanksgiving.

11:00 Dismissal Song.

Materials: Assorted scarfs, film.

Caddo Saturday School
Parent's Schedule
December 7, 1968

Objectives:

To offer opportunities for observation of sound.
To increase oral vocabulary (by adding meaning to big. little, up and down).

9:00 Arrival and greetings

Special Activity: Examine Christmas stockings and display to give idea for making one for each child. Parent begins to apply decorations to stockings.

10:15 Snack

10:30 Observe lesson plans for children and discuss each.

Let parents pluck a heavy rubber band stretched on spikes at opposite ends of a two foot board. They will feel vibration through board and nails; it will be seen by movement of rubber band which will make a sound.

Put a handful of sand on a drumhead. Have parent strike sharply with fingers. Sand will jump with vibrations.

Demonstrate how children can feel their throats while making various sounds which will provude vibrations of their own vocal chords.

These are opportunities to help child observe sounds, "Hear it, See it, Feel it."

Story Time: Book - "Big and Little", "Up and Down".

Discuss how these words can be further emphasized at home.

11:00 Dismissal song.

Materials: Two foot board, 2 large nails, 1 heavy band, 1 drum, sand and book.

Caddo Saturday School
Parent's Schedule
December 14, 1968

Objectives:

To stimulate oral language (Peabody Kit #P, Lesson 1)
Knowledge of simple Christmas story and music.
Explore numbers.
To produce personal satisfaction within the child through creative art.

9:00 Special Activity: Parents finish Christmas stockings and make tree decorations.

10:15 Snack

10:30 Observe lesson plans for children.

Relate what each objective is intended to do for the child.

Pledge of Allegiance.
Good Morning song.
Stress why it is important that the child learn the Pledge.

"Finger Play Friends"
I have two friends
(Hold up two fingers on left hand)
They have me
(Hold up one finger on right hand)
Two friends and me
(Bend each from left to right)
That's 1, 2, 3.
(Hold up fingers saying 1, 2, 3.)

This is an attractive way to help the child to begin a concept of numbers 1, 2, 3.

Song "Jingle Bells"
Christmas Story (using Christmas panorama)
Tell how the use of pictures in story telling helps to impress the child with the story.

Explain how finger painting helps to stimulate the creative ability in the child.

Dr. Hayes will read and discuss "How you can raise your child's I.Q."

11:00 Dismissal song

The stockings and tree decorations are to be surprises for the children.

Caddo Saturday School
Parent's Schedule
January 4, 1969

Objectives:

To develop gross motor skills.
To enable each child to express his ideas and feelings through sponge painting.
To stimulate oral language.

9:00 Arrival and greeting. After parents are settled, give each one a cut out of a large engine. Show them how they are to fill in lines and paste pictures on engine.

10:15 Snack

10:30 Pass out lesson plans for children's schedule. Read and discuss.
Show film, "The Little Engine that Could."
Discuss film. Ask questions. Teachers may ask children, "What did the little engine say?"
Name some of the toys and the train.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
January 11, 1969

Objectives:

To enhance listening skills.
To recognize differences and similarities in details of people, objects and animals.
To stimulate and encourage oral language (Peabody Language Kit Lesson #2).

9:00 Arrival and greetings. After parents are settled they are given a cut out of a red hen. They draw in the lines, put on wing and chicks under the wing.

10:15 Snack

10:30 Read and discuss lesson plans for children. Have a large box with various objects such as blocks, socks, boxes, balls and ribbon. Have a parent pull out one of these objects. Explain how teacher will encourage child to describe object as little, big, long, short, wide and narrow.

Parents form a line three by three and march around singing. While they are still in line play record and everyone do bend and stretch.

Story: "Little Red Hen." Show the film. Mention questions parents can ask at home to help child remember story.

Using the Ideal Chart #270C, let a parent find pictures that are alike and different.

11:00 Dismissal song.

Materials: Ribbon, wide and narrow; balls, big and little; Ideal Chart #270C; Activity record; Film "Little Red Hen", Socks, Boxes.

Caddo Saturday School
Parent's Schedule
January 18, 1969

Objectives:

To enhance oral language development.
To explore concrete number concepts 1-3.
Creative art expressions through the use of string, straw and sponge painting.

9:00 Arrival and greetings.

Special Activity: The parents are shown various projects to be made from the discarded bleach bottle such as wall plaque, picture frame, piggy bank, flower vase and etc. Each choose a project to start on.

10:15 Snack

10:30 Pass out lesson plans for children, read and discuss.

Place picture number cards on one table. Place identical set on another table. Have parent select card from first, count pictures, find mate on the other table.

Using a box of crayons (several of three colors - red, blue, yellow), have a parent pick up one red, two blue and three yellow. This helps the child in exploring concrete number concepts 1-3 and also in reinforcing color concept.

Review songs "One by One", "Two by Two", "Three by Three"

Story: "One Fish, Two Fish, Blue Fish"

Encourage parents to use this book from the library in the school nearest them. Explain how children use string, straws and sponges in painting.

11:00 Dismissal song

Materials: Two sets of number picture cards, book "One Fish, Two Fish, Blue Fish", colors.

Caddo Saturday School
Parent's Schedule
January 25, 1969

Objectives:

Extension of attention span (finger plays).
Learning to follow directions using the sense of right or left.
To stimulate oral language.

9:00 Parents arrive and select their project started last week.

10:15 Snack.

10:30 Observe lesson plans for children.
Good Morning song.
Pledge of Allegiance.

Say nursery rhyme "Humpty Dumpty".
Emphasize the importance of speaking the words distinctly and correctly.
Finger play: Right hand, left hand.

This is my right hand.
I'll raise it up high.
This is my left hand.
I'll touch the sky.
Right hand, left hand.
Roll them around.

This helps give a concept of right and left.

Musical activity: "Hokey, Pokey." This is another way to distinguish between right and left. Stress to parents many ways these concepts can be reinforced at home. As the child is getting dressed, put on the right shoe - left shoe.

Story: "The Sand Pail Book". This is an interesting book about baskets, boxes, and other places to put things . Suggested questions for home use: "What is in the postman's bag?" "What belongs in the toy chest?" "What belongs in mother's pocketbook?"

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
February 1, 1969

Objectives:

Classification of familiar items.
Building mental images.
Encouraging oral language.

9:00 Parents continue work on special activity.

10:15 Snack

10:30 Read and discuss lesson plans for children.
Self-concept develops through the child's view of himself in relation to people and things around him.
Using a floor length mirror have a parent act the part. Stand in front of the mirror and say:

I look in the mirror,
And what do I see?
The face that looks back
Is just like me. (point thumb at self)

Have parents form a line three abreast. Sing "Three by Three."

To classify colors and animals, use a box for each. Paste the picture of an animal on one box and a colored circle on the other. Demonstrate how a child will be asked to select an animal from a stack and decide where to place it. Animals should go in the box with animals on it and colors in box with colors on it. This teaches classification of familiar items.

Musical Activity: "I Will Clap my Hand." This is to help the child identify hands and heels.

Story: "The Sunshine Book". Tell how a child may read a story by looking at the pictures and saying what they think the picture represents.

11:00 Dismissal song.

Caddo Parish Saturday School
Parent's Schedule
February 8, 1969

Objectives:

Awareness of importance of clean teeth.
To become acquainted with the dentist.
Continued oral language development.

9:00 Parents arrive.
Pledge of Allegiance.
Good Morning song.

Song: "Three by Three". Continuation of number concept.

Story:"The Dentist" (preparation for resource person: The Dentist)
Urge parents to read book at home to children.

10:00 Presentation of Dentist

10:30 Question and answer period. Review of film to be shown by Dentist.

11:00 Dismissal song.

Resource - Dr. E. M. Lester

Caddo Parish Saturday School
Parent's Schedule
February 15, 1969

Objectives:

Following precise directions.
Developing number experiences.
Extending oral language development.

9:00 Arrival of parents. Have open discussion of any changes noticed in child at home since attending Saturday class.

9:30 Good Morning song.
Pledge of Allegiance.
Stress the importance of placing the right hand correctly and saying the pledge well.

10:00 Song: "Four by Four". Parents form line four abreast. As each parent steps in line have them count 1, 2, 3, 4. Tell how this helps child to remember the numbers.

Place objects in a box (pencils, keys, rubber bands, etc. Have a parent pull one pencil, 4 rubber bands, 2 keys. Name the object and tell how many.

This may be done at home by asking the child to pass you various objects. Tell what it is and how many.

Story: "Chicken Little, Count to Ten". Encourage parents to take home such books in order to continue emphasis on number concept.

11:00 Dismissal song.

Caddo Parish Saturday School
Parent's Schedule
February 22, 1969

Objectives:

To better understand foods and nutrition.
To understand how to prepare food for greater vitamin value.

9:00 Parents arrive and Mrs. Claiborne is introduced.

10:00 Question and answer period.

10:30 Home assignment: "Talk and Listen" sheets will be passed out. Discuss each section of guide sheet. Explain to them how important it is to listen to the child.

11:00 Dismissal

Resource person - Mrs. G. Claiborne, nutritionist with Caddo Parish School Board.

Caddo Parish Saturday School
Parent's Schedule
March 8, 1969

Objectives:

Enhance the ability to sense and recognize various rhythmic movement.
Identifying longest and shortest.
Continued oral language development.

9:00 Parents arrive and observe exhibit of Easter baskets and buckets made from bleach bottle. Each one starts getting a bottle cut and cleaned.

10:15 Snack

10:30 Read lesson plans for children.

Pledge of Allegiance.

Finger plays:
I touch my hair, lips and eyes,
I'll sit up straight and then I rise.
I'll touch my ears, my nose, my chin,
Then I'll quietly sit down again.

Repetition of song one through five. This will help the child with each number concept one through five.

Using ribbons in assorted lengths, pin ribbons on flannel board. Demonstrate to parents how they can use number of items in the home to teach longest and shortest.

Musical Activity: Using record run, walk, skip, tiptoe. Have parents do this with music. Children should be encouraged to do this at home.

Story: "The Ball Book". As the story is read demonstrate how a book may be read at home. Parents check out books.

11:00 Dismissal song.

Caddo Saturday School
Parent's Schedule
March 22, 1969

Objectives:

To extend the concepts of "sound and hearing."
To encourage children to play creatively the nursery rhyme,
"Little Miss Muffett."
To encourage oral language development.

9:00 Parents arrive and begin to finish the Easter baskets and buckets.

10:15 Snack

10:30 Read objectives of children's lesson. Place on a table a bell, whistle and sticks. Using each of these show how the children will be asked to identify the sound of each. Mention to the parents how they should help the child to recognize familiar sounds around them at home. Also the child may identify the sound without seeing the object. Let a parent act the part of a child as the rhyme "Little Miss Muffett" is dramatized.

Story: "My House Book". As the story is read stress what each room in the house is designed for.

Parents may exchange books.

11:00 Dismissal song.

Caddo Parish Saturday School
Parent's Schedule
March 29, 1969

Objectives:

Discrimination of colors, red, yellow, white.
Enriching number experiences.
Awareness of the approaching holiday.
Continue oral language development.

9:00 Parents arrive. Everyone see that baskets and buckets are in readiness.

9:30 Sing Good Morning song. .
Say Pledge of Allegiance.

Demonstrate how the teacher will use a basket of different colored eggs, and eggs to match in a group on the floor. As an egg is taken from the basket match it with one from the group on the floor. Tell how this can be done on Easter Sunday as the child admires his eggs.

With bright colored rabbits made from construction paper put 5 rabbits on flannel board. Tell how the child will count them. These activities will help with identifying colors and number experiences.

Story: Introduce parents to Bunny Book.

10:05 Resource person is introduced to class. She will demonstrate ways in which parents can teach children in the home, as a result of participating in the Saturday School program.

10:45 Children will be brought to area where eggs are hidden. Parents will present them with the baskets and buckets.

11:00 Dismissed.

Resource person: Mrs. Almanda Anderson, Grambling College

Caddo Saturday School
Parent's Schedule
April 12, 1969

Objectives:

To extend attention span.
To add to the child's observation about a plant and its parts.
To stimulate oral language.

9:00 Parents arrive. Observe picture of flower on lesson plan for today. Each parent makes a flower to take home.

10:05 Good Morning song.
Pledge of Allegiance.

Repetition of songs one through five.

Science Activity: Real plant brought to classroom. Name each part of the plant and the color. Encourage the parents to talk with the children at home about plants. As they work in the yard or garden tell the child about plants.

Nursery Rhyme:"Jack and Jill". Stress the importance of talking with the child about the nursery rhyme at home. Ask questions such as, "Where did Jack go? What happened to Jack? Was Jill a girl or boy?"

Story:"Somebody's Slippers, Somebody's Shoes"

11:00 Dismissal song.

APPENDIX C

EQUIPMENT/SUPPLY LISTS

The lists of suggested equipment and supplies which follow are based on our experience in early childhood programs. The general references in Appendix D-3 will be helpful in determining room arrangements, interest areas, and use of space and equipment.

SUGGESTED
BASIC EQUIPMENT LIST
FOR
EARLY CHILDHOOD CLASSROOM
(of 20 pupils)

Instructional Equipment

1 Record player (with records)
1 Tape recorder
2 Chalk boards
2 Bulletin boards
1 16 mm. projector
1 Peabody Language Development Kit, Level # P
1 Peabody Language Development Kit, Level # 1

Furniture

5 Trapezoidal tables
25 Child-size stackable chiars
5 Folding chairs (adult)
2 Bookcases
5 sets shelves
5 sections cubbies
3 Room dividers
1 Round table
1 file cabinet (4-drawer)

Large Muscle Activities

6 Large rubber balls
125 ft. Rope for skipping
100 ft. Rope for climbing
Planks
Sawhorses on triangles
Ladders (aluminum)
2 Trucks (large enough to sit on)
2 Tricycles
2 Wagons
Walking Beam
Bean Bags (parents make)
Hollow blocks
Wheelbarrow
Barrels

Cleaning and Health Supplies

- Broom
- Dust pan
- Sponges
- Cleanser
- Soap powder
- Dust cloths
- Wastebaskets
- Tissues
- Paper towels
- Soap

Other Items

- First Aid Kit
- Piano (desirable)
- Mats to rest on (child furnish)
- Pins
- Needles and thread

Materials for Manipulation

- Beads (large wooden)
- Bead strings
- Small Beads
- Nest of boxes
- Peg boards
- Pegs
- Hammer and nail sets
- 20 Puzzles (wooden inlay)
- Sewing sets
- Cubicle counting blocks
- Puzzle rack
- Large table dominoes
- 6 Lotto games
- Color cone
- Rig a Jig
- Pounding peg board
- Fit a space
- Shape sorting boxes

Woodworking (highly desirable)

- Sturdy bench
- Hammer (light wt. adult)
- Saw
- Screwdriver, pliers

Block Building

- Unit blocks (200)
- Interlocking train and block set
- Village
- Wooden play vehicles (dump trucks, fire engine, bus, plane)
- Block busters
- Auto service center
- Traffic signs and signals
- Block cart, storage shelves

Housekeeping

- Stove
- Refrigerator
- Cabinet
- Sink
- Doll bed
- Ironing board
- Wooden iron
- Aluminum cooking set
- Aluminum dishes
- Dolls (2) (family)
- Measuring cups, funnels, egg beaters
- Full length mirror

"Let's Pretend"

- Cash register
- Barn
- Telephones (2)
- Dress up clothes
- Scarries

Science

- Easy view magnifier
- Giant magnet
- Acquarium and terrarium
- Scales
- Pet cage
- Yard stick, ruler, tape measure

Creative Art Materials

- Easels (2)
- 1/2" paint brushes
- Powdered tempera
- Newsprint
- Paste (Elmers glue)
- Blunt scissors (right hand)
- Blunt scissors (left hand)
- Construction paper
- Manilla paper
- Crayons
- Pencils
- Wheat flour paste
- Salt
- Flour
- Starch
- Soap flakes
- Roll butcher paper (holder)
- Clay

Rhythm Instruments

Instructo Kits

Major Suppliers for Day Care Materials

A. Daigger & Company (Montessori outlet)
159 West Kinzie Street
Chicago, Illinois 60610

American Guidance Service
Publishers' Building
Circle Pines, Minnesota 55014

Appleton-Century-Crofts
440 Park Avenue South
New York, New York 10016

Community Playthings
Rifton, New York

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131

Creative Playthings
Princeton, New Jersey 08540

David C. Cook
Elgin, Illinois 60120

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

The Judy Company
Minneapolis, Minnesota 55401

R. H. Stone Products
18279 Levernois
Detroit, Michigan 48221

Science Research Associates
259 East Erie
Chicago, Illinois 60611

Scott, Foresman & Company
411 Elm Street
Dallas, Texas 75202

Winter Haven Lions Foundation
P. O. Box 1045
Winter Haven, Florida 33880

Rand McNally & Company
P. O. Box 7600
Chicago, Illinois 60680

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Childcraft Equipment Company
155 East 23rd Street
New York, New York 10010

Instructional Media of America
New York, New York

APPENDIX D

RELATED LITERATURE

1. Summary of Related Literature
2. Bibliography of Related Literature

Literature

Recent studies in cognitive development concluded the very early years of childhood constitute the optimum time for beginning educational intervention and opportunities for development missed during these formative years may be permanently lost (Robinson, 1967). The Deutsch (1966) research emphasized the necessity of early intervention with disadvantaged groups to avoid cumulative deficits that could "permeate the entire functioning of the child." One interesting study (Bayley and Schaefer, 1964) indicated that the importance of early experiences for boys may be even greater than for girls, particularly in relationship to achievement drive and intellectual development.

The literature on deprivation indicates that the home and family, particularly the mother, are significant in the early development of the child. Bloom, Davis, and Hess (1965) stated that:

> "....studies repeatedly show that the home is the single most important influence on the intellectual and emotional development of children, particularly in the preschool years."

Deutsch (1965) emphasized the importance of parental cooperation and involvement in reinforcing the child's experiences at school. In a 1963 study he pointed out that once parents realize that the effort of the school to help their child represents genuine interest, they too, are eager to help their youngsters learn. He found that he could reinforce children's experiences at school by helping parents to understand and carry out activities in the home.

According to Kagan and Moss (1962):

> "Both theory and research have acknowledged the profound importance of the mother as a determinant of the child's behavior. She inculcates the goals and values and by so doing acts as the mediator of her culture."

Hess (1965) reported that children's failures in school were more closely related to the ways mothers use language with them than to emotional relationships, pressure to achieve, or basic intelligence. Ilim, Hess, and Shipman

(1965), in their examination of maternal verbal styles in relation to the child's cognitive functioning, found that mother's use of language was the mediating factor in conceptual development, and this factor was more important than either the I.Q. of mother or child.

Smilansky (1968) found low income families, like advantaged families, recognize a child must learn a great deal if he is to succeed in later life, and want very much for their children to succeed. The prime difference however, is that parents in advantaged group seize every opportunity for teaching the child, believing it is right, desirable, and part of their function as parents. Low income groups, on the other hand, view themselves as parents and not as teachers. They believe a parent does not undertake additional functions.

Although the literature supports the urgency of educational programs during the early years, Riessman (1962) cautioned early intervention and successful introduction of middle class values into less affluent subcultures may alienate children from their families while producing parental resentment and hostility toward the school.

Since parents are the first teachers, and the home the first school, thoughtful involvement of parents may provide a possible solution to the problems of disadvantage and alienation. Parental rearing and teaching styles can be modified or strengthened through instruction, as parents are helped to understand variations in psychological and intellectual development and learn to maximize learning experiences in the home. Hopefully, parental support, developed through careful home-school interaction during the preschool years, will continue to undergird and complement the efforts of the school enabling it to strengthen positive aspects of the subculture.

The home visitor is one approach to parent involvement. Often the home visitor is a professional person, but Gordon's (1967) early stimulation project demonstrated the effectiveness of using disadvantaged women to teach indigent mothers ways to enhance learning by their infants and small children. In

Gordon's Home Learning Center (Siegel, 1969), a parent educator works with the mother in the home using a package of toys, and instructing her in ways to use them effectively with her child.

The Early Education Training Project in Murfreesboro, Tennessee (Gray, Klaus, Miller, Forrester, 1966) involved preschool children in a ten-week preschool experience for two or more summers with a "project visitor" visiting the homes between the preschool experiences.

A Ypsilanti, Michigan preschool program developed a curriculum based on three specific goals: to instruct mothers in 1) behavior modification, 2) cognitive development, and 3) development of internal controls and achievement motivation.

The model for the Saturday School is based on a program directed by Margaret Lipchick (Hechinger, 1966) for the Urban Service Corporation, Washington, D. C., 1964. The curriculum for children incorporated nine skill areas appropriate for four and five year olds. Mothers were helped to understand the importance of working with their children during the week to further the concepts, attitudes, and skills which are encouraged in the school. Mothers participated with younger children in block building and working with playdough, observed them in the classroom setting, and prepared art materials. Mothers of kindergarten children received parallel lessons with an explanation of the value of the activities. Social workers' observations of mother-child relationships were discussed with mothers to help them understand their children's behavior. Although the end product of the Saturday School model is "achieving children," development of the parent as a teacher is an intermediate step.

Cognitive objectives of the Early Educational Stimulation Program of the University of Georgia Research and Development Center provided a basis for the children's curriculum during model development. No counterpart was available for the parent curriculum.

Bibliography

Anderson, E.D. "Strictly for Teachers." Journal of Learning Disabilities, Vol. 1, No. 10. (October, 1968).

Bayley, Nancy, and E. S. Schaefer. Correlations of Maternal and Child Behaviors with the Development of Mental Abilities: Data from the Berkeley Growth Study. Monograph of the Society for Research in Child Development, 29, No. 97. 1964.

Bloom, Benjamin S., Allison Davis, and Robert Hess. Compensatory Education for Cultural Deprivation. (Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation). New York: Holt, Rinehart and Winston, Inc. 1965.

Deutsch, Martin and Associates. The Disadvantaged Child. New York: Basic Books, Inc. 1967.

-------- "What We've Learned About Disadvantaged Children." Nation's Schools, (April, 1965).

-------- Social Intervention and The Malleability of the Child. Fourth annual School of Education lecture. Cornell University, Ithaca, N.Y. (May 6, 1965).

-------- The Disadvantaged Child and the Learning Process. A. H. Passon (Ed.) Education in Depressed Areas. New York: Teachers College, Columbia University. 1963. pp. 163-179.

Gordon, Ira J. and J. R. Lally. Intellectual Stimulation for Infants and Toddlers. Gainesville, Florida: Institute for Development of Human Resources. 1967.

Gray, Susan W., Rupert A. Klaus, James O. Miller and Bettye J. Forrester. Before First Grade. The Early Training Project for Culturally Disadvantaged Children. New York: Teachers College Press. 1966.

Hechinger, Fred M. Preschool Education Today. Garden City, New York: Doubleday Co. 1966.

Hess, R.D. Effects of maternal interaction on cognitions of preschool children in several social strata. A paper presented at the meetings of the American Psychological Association, Chicago, September, 1965.

Kagan, Jerome and H. A. Moss. Birth to Maturity, a Study in Psychological Development. New York: John Wiley & Sons, Inc. 1962.

Olim, E. G., R. D. Hess and Virginia Shipman. Relationship between mother's language styles and cognitive styles or urban preschool children. A paper presented at the Biennial Meeting of the Society for Research and Child Development, Minneapolis, Minn., March, 1965.

Riessman, Frank. The Culturally Deprived Child. New York: Harper & Row. 1962.

Robinson, Halbert B. "A Summary of the Problem of Timing in Preschool Education", IRCD Bulletin, Vol. III, No. 2A. (June, 1967).

Siegel, Betty L. "The Parent Educator as Home Visitor," Research Reports, Institute for Development of Human Resources, University of Georgia., 1969.

Smilansky, Sara. The Effects of Sociodramatic Play on Disadvantaged Preschool Children. New York: John Wiley & Sons, Inc. 1968.

APPENDIX E

TRANSCRIBED ANNOTATED TAPE OF PARENT COMMENTS

The Continuing Consultant for the Saturday School, at the request of the Program Specialist for the South Central Region Educational Laboratory, conducted informal taped interviews with each parent as parents were working on their individual projects for the morning. She moved in a random manner throughout the work area so that parents were less prone to repeat what the person next to him had said. The comments in parentheses serve as explanations of the parent's comments and were not a part of the taped interviews.

TRANSCRIBED ANNOTATED TAPE OF PARENT COMMENTS - Saturday School, March 8, 1969

Dr. H. - Since October 5, 1968 your children have been involved in the Caddo Saturday program. We feel that the program has been worked with the home-school coordinator (also called Home Vistor) while your children have been in classrooms with the teachers for two hours. We would like for you to tell us some of the things you think your children learned from the Saturday program. Would you react first to that, Mr. A.?

Mr. A. - My boy wouldn't talk, wouldn't say anthing. When the teacher called him by name he wouldn't even answer. When they called him Julian he learned to talk; he enjoyed himself. He would wake me up early some morning (during the week) and say he wanted to go to school. His mother asked him this morning where he was going; he got ready and said he was going to catch the bus... wanted to go.

Dr. H. - How does your child react and what are some of the things your child has learned, Mrs. B.?

Mrs. B. - My little girls has learned to talk more. When she first came to the Saturday calss she wasn't talking much. Sometimes at home she hadn't been talking too good. It seems like in the Saturday class it has helped her very much to talk more. She has also learned to make complete sentences when you are talking to her because before she wasn't able to do so, but after coming to Saturday class she has learned that. She has also learned how to make different things. She has learned how to color; she has always wanted pencil and paper to write. She points to which (she wants and) I give her (reference to a game involving shapes) so she learned to make circles, squares, triangles. She also knows them when she sees them.

Dr. H. - How do you feel about the things the Saturday School program has done for your child, Mrs. C.?

Mrs. C. - Dr. H., I think this Saturday program has done great for my grandson. He has learned to make sentences and he is learning to make new sentences from new words that he is being taught at school. He is also eager to get here. For instance, this morning he woke me up and told me to get him ready for school. He was very interested to get here even though it was bad. (weather) He loves for Saturdays to get here so he can come to school. In coming to bring him I have learned that I can make use from (of) objects that I thought was no good to make things from them. (Many articles were made from boxes, bleach bottles, and other articles usually thrown away in the house.) I love it just as much as he does.

Dr. H. - Mrs. D.?

Mrs. D. - (Aunt who keeps children) I like it and the children like it. My little girl loves the program they have. Her teeth, she wants to have good teeth. (Dentist has visited recently and presented program to parents and children). My little boy, he has learned how to talk very much. He used to wouldn't talk very much and pay attention. But now he loves to be with the children and loves to talk about what goes on in the school and tells his mother what the teacher does for him and everything. Through the week they have got to tell their mother about what has happened and is going on in school. She doesn t get to come with them and they enjoy telling her. I think they must be learning from that, to tell her all through the week what is going on and how everything goes.

Dr. H. - You asked them questions and go over some of the things that they have had on Saturday?

Mrs. D. - I do because I am with them all the week and I have to teach them. On a day like yesterday it was raining and they couldn't get outside, we enjoyed being in the house studying different things that goes on in school and getting ready for school this morning.

Dr. H. - Mrs. E.?

Mrs. E. - I have learned from the Saturday School. My little boy, Wayne, has learned how to talk better. He used not to talk very much and he learned how to talk too and they enjoy coming to class.

Dr. H. - What do you like best about the Saturday program. Mrs. F.?

Mrs. F. - Since we have the Saturday Program I have come to know my child better. Being in the Saturday Program then she will be more advanced in elementary school. (This theme of wanting the best possible education and training for their children premeate the entire program.) Some of the nursery rhymes and the things that they are having here now my other little girl she was just having them in the first grade. The things that we used to throw away around the house I learned that we could keep them and make use of them (and) that this would also help the children too because it would teach them to save instead of throwing the things away that they could make use of. (This idea of saving the usual househould throwaways was an idea communicated to the parents, but evidently she had transferred it to the child.)

Dr. H. - Any particular thing that you have learned that helps you with your children at home?

Mrs. F. - I have learned how to cope with them better and when they asked so many questions I learned how to try to stop and give them attention. (We had emphasized the importance over and over again of taking time to talk with the children.) You may be working but that doesn't have anything to do with talking, you still can go on with your work and try to explain to your children because they want to know lots of things that are around them that they should know and some don't (know). She learned how to count some and I remembered the other day when someone asked her how old she was, instead of holding up her fingers she told them, because she was too big to hold up her fingers.

Dr. H. - Mrs. G.?

Mrs. G. - I would like to say that I enjoyed coming to the Saturday class because it helped me out a lot. I was throwing away things and I learned to make different things with them like the flowers. (Made by getting strips of purex bottles and paste felt flowers on them.) I made four of those and they are real pretty.

Mrs. H. - The Saturday program helped me lots (too) because the things that are around the house that I have been throwing away I learned that I could make things out of. My little boy likes to sit and watch me make things. He tries to do things, too. He (has) learned in this P. Mooney kit (a hand puppet used in the Peabody Language Development Kit) that they have. He likes it (too) because I have a little boy (a sibling of child in Saturday program) in kindergarten and the kids talk about the P. Mooney kit and he says that P. Mooney is his friend and how he has learned to count... Three objects...you put them down and he has learned to count and know which is one and which is two. One time he did'nt know, he would just say one, two, three. He didn't know one, two, three, he just was saying it. (A recent presentation to the parents had emphasized the importance of children developing concepts of members rather than just rate counting.)

Dr. H. - Mrs. J.?

Mrs. J. - The Saturday class has helped my little girl a great deal because she has learned to get along much better with other children and how to share things with others and she loves to read and she has me buy lots of little books about Little Red Riding Hood and before she goes to bed a night she likes for me to read her a story and I am enjoying the Saturday program lots (too). I have learned to cope with her much better. I take more time with her because she likes to explain things that she has done in her class.

Dr. H. - Does it help you understand why we do some of these things with children and why it is necessary for you to do the same things with your children?

Mrs. K. - (Answers to complex questions are not always entirely relevant.) I think it is learning how to share with one another and how to communicate and get along better with other people. It will also help them to go on through life. My little girl loves to count and to say the nursery rhyme "Humpty Dumpty".

Mrs. L. - The Saturday School has helped my little boy to learn to talk better. One time when you asked him his name he would just stand up there and look at you but he will tell you his name or anything else you ask him and will ask questions now where he used to wouldn't ask questions.

Dr. H. - Could you tell us something about the value of the experience that your children have had Mrs. M.? Tell us some of the things you feel have been important as a result of the Saturday program and then just generally the things you think are important, and how the program has helped you.

Mrs. M. - I have enjoyed bringing the kids (two boys - one year apart) out here and I think they enjoyed coming because they have learned how to share things. They used to wouldn't share things together. I have to buy them both the same but now they have learned howto share things (and maybe I won't have to buy them identical things anymore) and my baby, the youngest one, wouldn't talk when he first started to school but now the teachers say he is really improving (teacher feedback to parents imported). He will laugh and play with the other kids. He used to be stubborn. He wouldn't say things but now he has learned how to tell people his name and everything. The oldest one, he has always done that, and when I get home I say, "What did you all do today in class?" and they tell me. I will say, "What did you play with?" They can tell me whatever they played with. I say, "What did you sing?"

They can tell me some of the words. They wouldn't know it all but they are able to do some of it. I just enjoy them learning things like that. All the time they color and play with the things they want to do. When they wake up in the morning that is the first things they go to - their books and things, and start playing with them. I think this school has done a lot for my kids. I have really enjoyed it. I used to tell you all they didn't watch television but they will set down and watch television and they know how to listen to me. I can ask them what their teacher's name is and the little boy can tell me. He just don't say "Mrs. B." (the teacher's name). He will make a sentence. I will say, "What is your father's name?" He will say, "My father's name", you know. He can do all that. So far they can say their ABC's and they can count. They might not do this at school. I don't have much time because I work every day but the time I do have around home I'll say, "Go get something", (following specific directions) and they know how to do that. I'll say "Go sit at the table." They know how to say "thank you", "yes maam", things like that. So I think they have learned a lot and that is why I have tried my best to train them. Whenever they have a lesson I sit down and read it to them and explain it to them what it is like what the teacher would do. (Parents received copies of the Lesson Plans for children each week).

Dr. H. - Do they enjoy these kinds of activities?

Mrs. M. - They really do know how to listen now. They used to wouldn't, but now they will ask me things. I'll say, "What did you say this was?" or something like that but they will listen to me. That is one thing, they do sit down and listen to me and ask questions back. (Manners and respect for authority were two areas that parents as a whole felt very strongly about, though they were not overly emphasized in the classroom).

Dr. H. - Mrs. G. N. what about your children?

Mrs. N. - Dr. H., since I have been attending school we have enjoyed it and my kid has enjoyed it and she has learned to say things...she has learned to say words. Sometimes when the other kids (siblings) says things out of order she corrects them. She doesn't know when to put the right word in but she knows when they are speaking the wrong word and also she asks this past weekend...we were discussing different things and she asks me why did she have to breathe...she asks me where was her lungs, and also I told them and she wanted to know why we have to go to sleep at night and I told her that. She learned how to make a part of her ABC's. She learned how to make an s and also she can make a v and b. I take my notebook and backtrack her on some of her lessons but I take time out with my child and she knows her "Humpty Dumpty" and "Gingerbread Man". She knows about the little engine that we have studied in (parents made a train from construction paper the day the children heard the story, "Little Engine that Could") and also she knows the different colors. She tried to explain to my next oldest daughter what she learns in school and also when she gets home and they asked her what did she learn she tells them. She told them about Humpty Dumpty how he fell and broke into pieces and they couldn't put him back together and so she has learned to be more talkative since she has been going to school. I would like to say I have learned so much; the things I have at home that I have been throwing away to take them and put them to good use.

Dr. H. - Do you use some of those things (you had been throwing away) to teach your children?

Mrs. O. - Oh, yes. I have things like purex bottles, I also made them some more play clay (play dough) and I took some pictures that I had from old frames and fixed them and put them in the living room.

Dr. H. - Do you talk about those pictures? Do you encourage your children to ask questions about them?

Mrs. O. - I ask them questions about them and although sometimes when she is not even thinking I ask her different colors. I even ask her what color was the living room; I asked her what color was the picture on the wall. Some of the colors she could remember and some she forgot. She told me, "I can't remember this color", so I have to help her remember her colors. I really have enjoyed the school since I have been attending and I am very proud that Mrs. L. (the Home Vistor) explained to me how the school worked and when I came by and saw it I have been interested in it ever since.

Mrs. P. - Saturday they showed us a film about brushing your teeth and everything and I asked Leroy, my oldest, "What did you do today? Did you see a film?" He say, "yes". I said "What did they tell you to do?" He got the toothbrush and showed me how to brush, up, down. It really amazed me because I thought he had forgotten about it. I wanted to see if he really looked at the picture and listened to it. He really did; he showed me just how they showed the film.

Mrs. Q. - Sis, she told me the other day, "mama, if I don't brush my teeth, I can always rinse my mouth until I get to brush my teeth". She remembered to keep that in mind.

Mrs. R. - My little boy would like to come every day if he could. He has learned to express himself. He has always been a talkable child. We have played the games about squares. He would get mixed up but he would begin to do better.

Dr. H. - What do you like best about the program, Mrs. S.?

Mrs. S. - Doing this sort of work like we are fixing different things and the next thing about it, this little girl, I am taking her mother's place, she just loves to come to school and is always talking about her teacher. She says my teacher is named such and such a thing and she showed me,"Look what I made here".

She says "Aunt Bea do you want to take me to school today?" I say, "Oh, today is not a school day, we'll go Saturday". This morning we got ready to go and as soon as we got there she got out of the car and headed right straight to her room. She wanted me to go with her. She went right on inside. She will always bring and show what she made at school. I am learning something too.

Dr. H. - Do you find that she talks more now than she did before you brought her to school?

Mrs. S. - She knows more to talk about now.

Dr. H. - Do you follow up with some of the things we do on Saturday during the week?

Mrs. S. - Yes I do.

Dr. H. - What about you, Mrs. T.?

Mrs. T. - My children really enjoy it and they always look forward to Saturday and I do things with them around home...color. One of them didn't do too much talking; now she talks real good. I really enjoy it too because I'm learning too.

Dr. H. - (to all parents) Now, I would like to talk with you for several minutes about some of the things that you probably would change if you had an opportunity to do so in relation to the Saturday Program.

Mrs. K. - My idea for the school on Saturday would be if we could get the children to come each day one half day weekdays and on Saturday morning the parents could come and stay the full two hours or longer to be taught what the children had studied the full week.

Dr. H. - You would like for the children to come one-half days during the week and on Saturdays at the same time you came.

Mrs. M. - I would like for my child to come all day on Saturday and I would like to come just two hours.

Dr. H. - Do you think there are some advantages in having the child stay all day rather than one-half days?

Mrs. P. - Yes, I think so. I think that he would learn a little more than he would just one-half days.

Mrs. S. - I think it would be nice for the children to come and stay all day and then on Saturday we have another hour's time so that when we have guests here that we would have longer to talk over and study about our children.

Dr. H. - You think, then, that the important thing, at least one that you would like emphasized, would be the activities carried on with the children so that you could understand those and you think an additional hour would give you an opportunity to have a consultant in and for you to go into this study of the activities in which your child participated in.

Mrs. H. - During the Saturdays instead of just staying two hours I think it would be nice if we could stay even all day.

Dr. H. - Are you speaking about the parents staying all day?

Mrs. H. - Yes.

Dr. H. - And have an extension of the kind of activities that they participate in now?

Mrs. H. - I would love to see the children come in each half day through the week for the 6 days including the Saturday and the parents could come a full day on Saturday to find out what they are learning, although I think the program that we have is very interesting and I appreciate it very much.

Dr. H. - You are reallying saying that you want more of the same thing.

Comparison of Mean Gain Scores of a Saturday School and a Half Day - Five Day Week - Kindergarden in Caddo Parrish, Louisiana

	PPVT								SLOSSON				
	$\bar{X}_G$	$S.D._G$	N						$\bar{X}_G$	$S.D._G$	N		
$E_{1,2}$	0.32	16.23	22						-6.10	15.88	20		
$^{3}C_{7,8,9,10}$	-2.56	10.44	39						-1.53	18.92	43		
t	-0.84								0.94				

3 = $C_{7,8,9,10}$ = ½ Day - 5 Day Week - Kindergarden

Comparison of Mean Gain Scores of a Saturday School and an All Day -

Five Day Week - Kindergarden in Caddo Parrish, Louisiana

	PPVT						SLOSSON			
	$\bar{X}_G$	$S.D._G$	N				$\bar{X}_G$	$S.D._G$	N	
1 $E_{1,2}$	0.32	16.23	22				-6.10	15.88	20	
2 $C_{1,2}$	-14.00	22.67	9				0.82	10.41	11	
t	- 1.99						-1.30			

1 = $E_{1,2}$ = Saturday School

2 = $C_{1,2}$ = All Day - 5 Day Week - Kendergarden

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
STANFORD-BINET MEANS AND STANDARD DEVIATIONS
FIVE YEAR OLDS

FIVE YEAR OLDS		STANFORD-BINET	
		MA	IQ
		PRETEST	
E_1 n=15	M Sd	63.53 6.46	95.60 12.05
C_1 n=9	M Sd		85.44 9.67
		POSTTEST	
E_2 n=15	M Sd	78.67 8.20	107.27 13.46
C_2 n=9	M Sd		93.22 7.53
		MEAN GAINS	
G_e n=15	M Sd	15.13 5.34	11.67 8.98
G_c n=9	M Sd		7.78 8.53

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
PPVT SCORES
5 YEAR OLDS

PPVT	Ho: $E_1-C_1=0$ df=21	Ho: $E_2-C_2=0$ df=21	Ho: $G_e-G_c=0$ df=21
RAW SCORE	0.301	0.523	0.057
IQ	0.669	0.014	-0.575

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP PPVT MEANS AND STANDARD DEVIATIONS
FOUR YEAR OLDS

FOUR YEAR OLDS		PPVT	
		RS	IQ
		PRETEST	
E_1	M	29.64	68.00
n=11	Sd	12.79	20.33
C_1	M	26.00	63.25
n=8	Sd	12.79	21.91
		POSTTEST	
E_2	M	44.73	87.09
n=11	Sd	10.32	17.53
C_2	M	41.50	79.25
n=8	Sd	4.66	13.17
		MEAN GAINS	
G_e	M	15.09	19.09
n=11	Sd	7.65	13.91
G_c	M	15.50	16.00
n=8	Sd	12.33	22.34

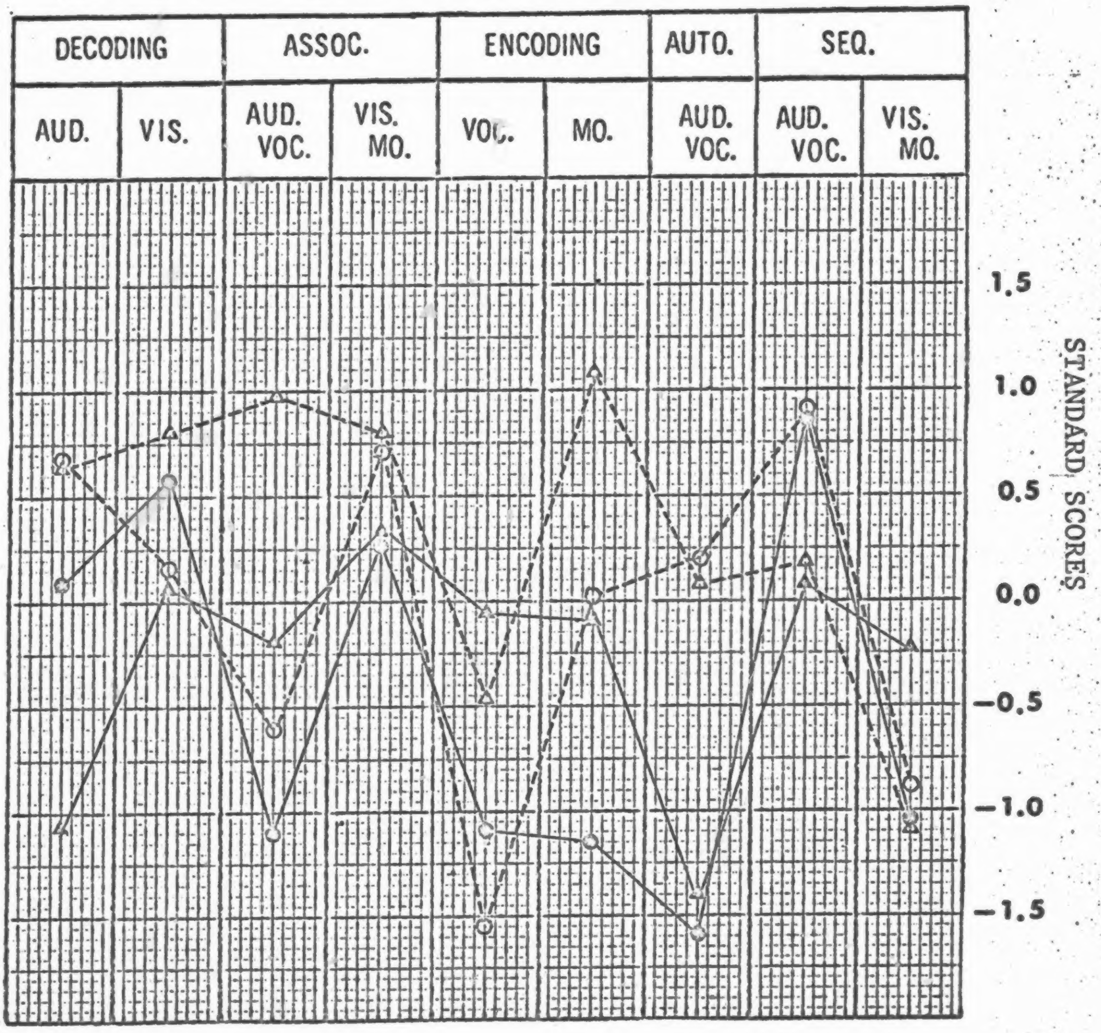
TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
WPPSI SCORES
4 YEAR OLDS

WPPSI	Ho: $E_1-C_1=0$ df=17	Ho: $E_2-C_2=0$ df=17	Ho: $G_e-G_c=0$ df=17
INFO. RS	-0.298	0.612	1.18 *
VOC. RS	0.034	-0.353	-0.320
ARITH. RS	1.128	1.751	0.542
SIM. RS	0.609	0.856	0.203
COMP. RS	-0.711	0.807	1.313
VERBAL IQ	1.415	1.553	0.479
AN. HOUSE RS	-0.373	-1.004	-0.818
P. COM. RS	0.865	-2.279*	-2.878*
MAZES RS	-0.488	-2.487*	-2.080
GEO. DES. RS	1.284	0.431	-0.656
BLK. DES. RS	2.560*	-0.361	-3.199**
PERFORM. IQ	1.079	-0.440	-2.241*
FULL SCALE IQ	1.537	0.698	-0.923

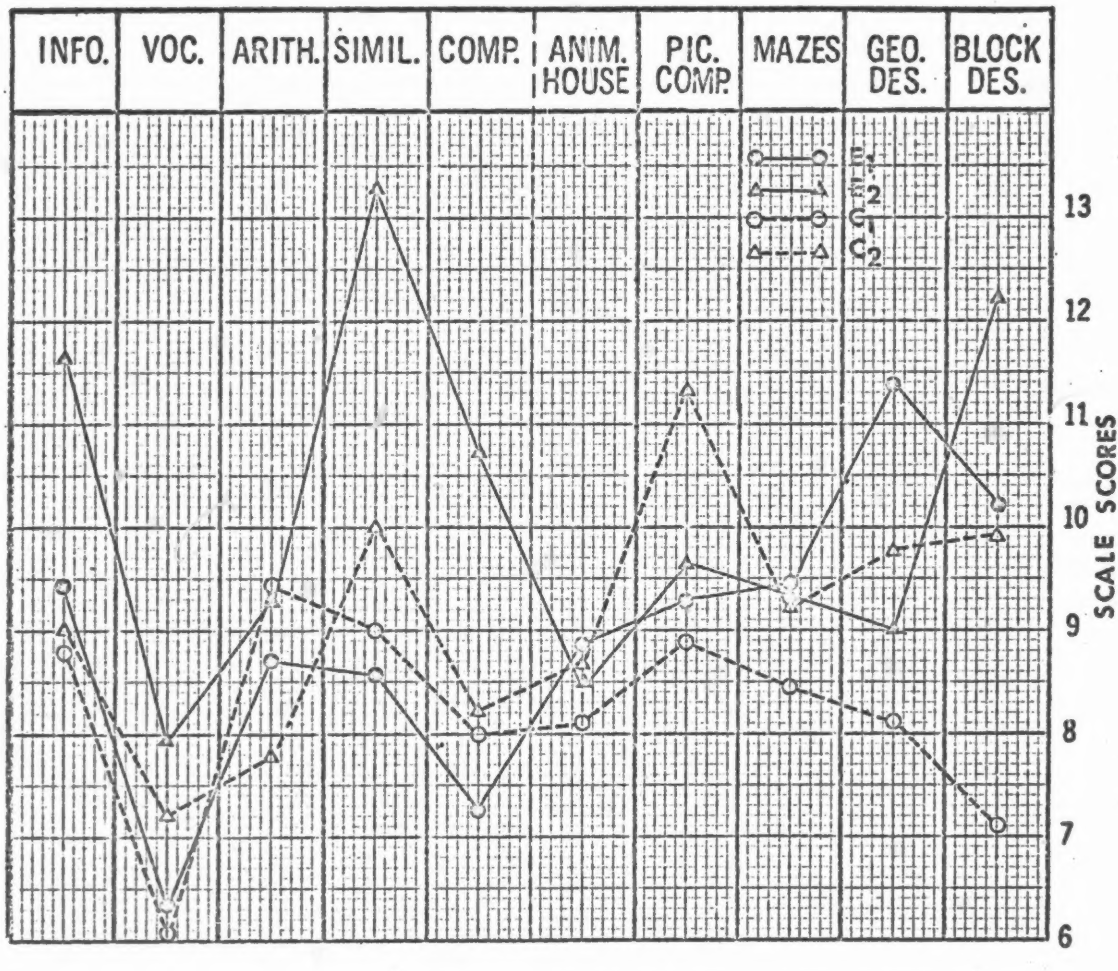
*p .05

**p .01

FIGURE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
ITPA STANDARD SCORE MEANS, FIVE YEAR OLDS

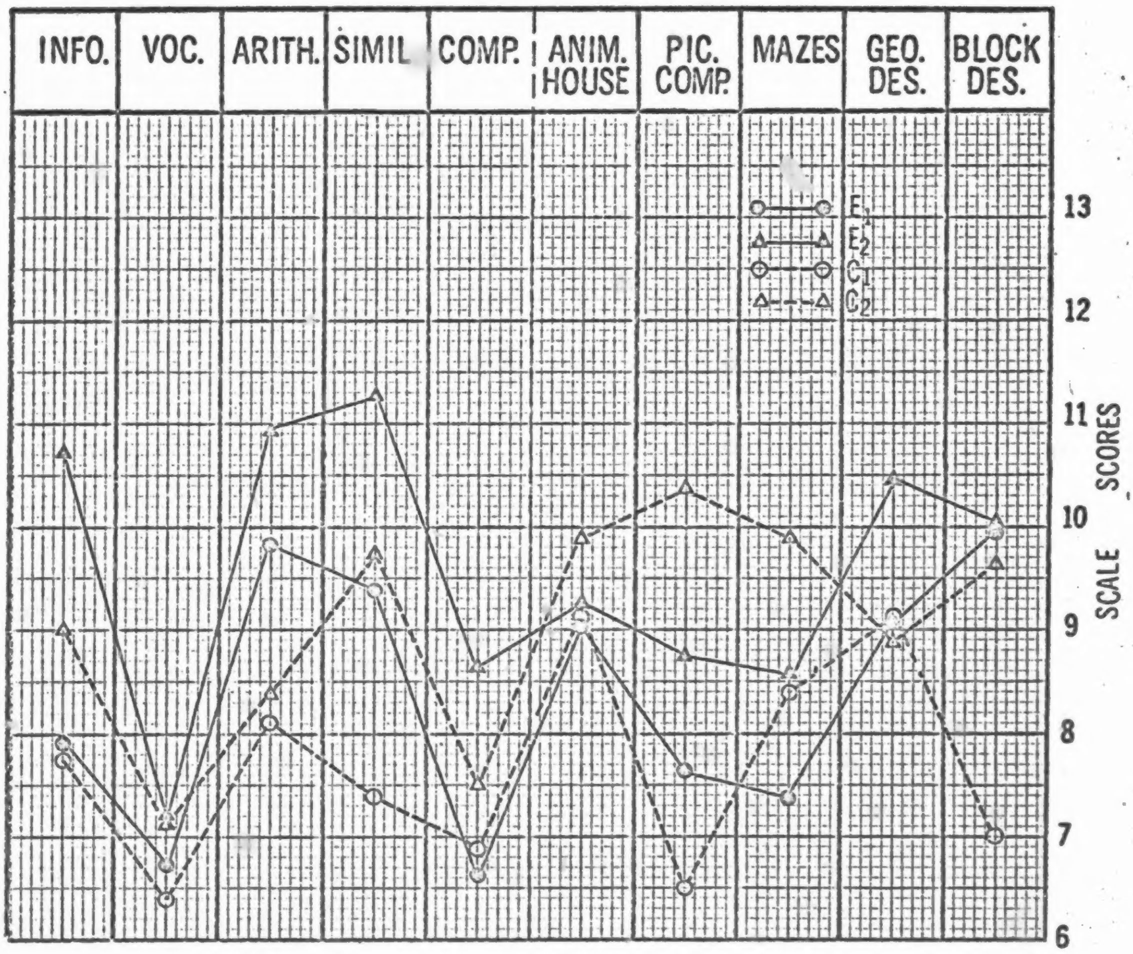


EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SCALE SCORE MEANS, FIVE YEAR OLDS



FIGURE

EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SCALE SCORE MEANS, FOUR YEAR OLDS



TABLE

EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SUBTEST MEANS AND STANDARD DEVIATIONS, FIVE YEAR OLDS

FIVE YEAR OLDS		VERBAL SCALE RAW SCORES					
		INFO.	VOC.	ARITH.	SIM.	COMP.	IQ
E_1	M	12.36	9.86	9.07	8.07	8.93	87.86
n=14	Sd	3.56	2.88	2.09	3.49	3.43	8.99
C_1	M	11.34	8.67	10.00	8.67	11.11	88.78
n=9	Sd	3.04	3.00	2.60	3.28	5.49	10.22
E_2	M	16.21	14.93	11.86	16.43	17.21	103.93
n=14	Sd	2.72	4.20	1.84	1.95	4.93	10.85
C_2	M	13.89	13.89	10.67	12.23	13.44	90.00
n=9	Sd	2.09	4.62	1.94	2.05	5.53	9.21
G_e	M	3.86	5.07	2.79	8.36	8.29	16.07
n=14	Sd	2.60	5.23	1.89	3.48	4.41	9.00
G_c	M	2.56	5.22	0.67	3.56	2.33	1.22
n=9	Sd	1.74	3.70	2.78	3.13	1.94	6.40

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
ITPA SUBTEST MEANS AND STANDARD DEVIATIONS, FIVE YEAR OLDS

FIVE YEAR OLDS		RAW SCORES									
		AUD. DEC.	VI. DEC.	AUD. VO. ASSOC.	VI. MO. ASSOC.	VO. ENC.	MO. ENC.	AUD. VO. AUTO.	AUD. VO. SEQ.	VI. MO. SEQ.	TOTAL
PRETEST											
E_1	M	19.50	13.21	11.57	14.57	8.50	8.36	6.14	25.21	8.78	114.86
n=14	Sd	6.28	2.75	3.39	4.20	2.41	4.20	4.29	5.91	3.85	21.39
C_1	M	23.62	12.13	11.62	15.50	6.62	12.87	9.37	27.12	8.86	128.62
n=8	Sd	3.62	3.14	2.39	3.62	1.85	5.49	2.77	6.71	3.97	18.10
POSTTEST											
E_2	M	20.78	12.78	16.86	16.43	15.21	14.64	7.93	22.36	13.64	141.28
n=14	Sd	4.54	2.61	2.82	3.03	4.77	3.03	2.81	4.46	2.17	13.37
C_2	M	25.75	15.37	20.12	18.50	13.62	19.62	13.00	24.00	10.75	161.00
n=8	Sd	1.98	1.99	1.81	2.56	1.99	1.77	1.60	8.19	1.91	14.13
MEAN GAINS											
G_e	M	1.29	-0.43	5.29	1.86	6.71	6.29	1.79	-2.86	4.86	26.43
n=14	Sd	8.01	3.48	3.73	3.37	6.09	4.23	4.35	7.19	5.07	18.67
G_c	M	2.12	3.25	8.50	3.00	7.00	6.75	3.62	-3.12	1.89	32.38
n=8	Sd	2.90	2.96	3.02	4.66	2.20	4.89	3.02	3.31	3.03	11.72

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
OF PTI SUBTEST MEANS AND Sds, 4 YEAR OLDS

FOUR YEAR OLDS		RAW SCORE						TOTAL			
		PIC.VOC.	FM.DIS.	INFO & COMP.	SIMIL.	SIZE & NO.	IMMED. RECALL	IQ			
PRETEST											
E_1	M	15.25	13.88	14.25	10.75	16.88	12.25	110.88			
n=8	Sd	3.20	2.42	1.88	2.49	2.48	2.25	9.61			
C_1	M	12.62	8.75	11.50	8.50	11.00	9.00	96.25			
n=8	Sd	3.07	2.43	3.89	4.14	3.42	2.45	9.71			
POSTTEST											
E_2	M	16.38	15.00	16.12	11.50	13.62	12.12	101.62			
n=8	Sd	1.77	3.50	5.03	2.33	4.31	2.36	12.00			
C_2	M	18.62	16.00	18.00	11.75	15.87	12.75	106.25			
n=8	Sd	2.56	1.07	2.72	1.83	3.04	2.19	8.29			
MEAN GAINS											
G_e	M	1.12	1.12	1.88	0.75	-3.25	-0.12	-9.25			
n=8	Sd	2.70	2.90	4.42	3.06	2.49	1.25	5.23			
G_c	M	6.00	7.25	6.50	3.25	4.88	3.75	10.00			
n=8	Sd	3.42	2.12	3.85	3.24	3.09	2.12	9.71			

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP
COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
PTI SCORES
4 YEAR OLDS

PTI	Ho: $E_1-C_1=0$ df=14	Ho: $E_2-C_2=0$ df=14	Ho: $G_e-G_c=0$ df=14
P. VOC. RS	1.678	-2.041	3.165 **
FM. DIS. RS	4.231**	-0.772	4.822**
INFO. & COMP. RS	1.801	-0.928	2.230*
SIM. RS	1.317	-0.239	1.587
SIZE & NO. RS	3.936**	-1.204	5.787**
IM. REC. RS	2.762*	-0.549	4.455**
TOTAL IQ	3.027**	-0.897	4.937**
*p .05 **p .01			

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
ITPA SUBTEST MEANS AND STANDARD DEVIATIONS, FOUR YEAR OLDS

FOUR YEAR OLDS		RAW SCORES									
		AUD. DEC.	VI. DEC.	AUD. VO. ASSOC.	VI. MO. ASSOC.	VO. ENC.	MO. ENC.	AUD. VO. AUTO.	AUD. VO. SEQ.	VI. MO. SEQ.	TOTAL
						PRETEST					
E_1	M	19.12	10.50	9.75	12.00	10.25	6.75	6.62	20.12	3.62	98.12
n=8	Sd	4.70	2.56	3.77	5.10	3.73	3.50	3.07	4.39	3.54	18.08
C_1	M	20.37	11.50	8.37	15.25	5.38	11.62	6.87	16.50	8.00	102.75
n=8	Sd	2.06	2.45	4.10	2.55	2.33	4.10	1.64	7.37	4.00	12.65
						POSTTEST					
E_2	M	16.75	11.00	14.00	14.75	11.62	10.38	6.00	15.25	9.12	108.88
n=8	Sd	5.90	3.50	4.34	1.91	2.45	4.00	2.88	4.27	2.70	21.84
C_2	M	19.87	13.12	12.37	13.12	11.75	14.37	8.50	17.00	7.62	118.12
n=8	Sd	4.94	3.18	1.92	5.30	1.91	4.10	2.67	4.53	1.60	17.84
						MEAN GAINS					
G_e	M	-2.38	0.50	4.25	2.75	1.38	3.63	-0.63	-4.88	5.50	10.75
n=8	Sd	8.37	4.63	5.55	6.30	4.37	6.84	4.81	4.91	4.75	32.93
G_c	M	-0.50	1.63	4.00	-2.13	6.38	2.75	1.63	0.50	-0.37	-0.51
n=8	Sd	4.28	3.29	3.85	5.44	3.50	7.15	3.11	7.78	4.17	1.17

TABLE

EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SUBTEST MEANS AND STANDARD DEVIATIONS, FOUR YEAR OLDS

FOUR YEAR OLDS		VERBAL SCALE RAW SCORES					
		INFO.	VOC.	ARITH.	SIM.	COMP.	IQ
E_1	M	6.81	6.81	6.91	6.00	3.82	89.27
n=11	Sd	3.86	4.19	2.81	4.10	3.60	11.52
C_1	M	7.25	6.75	5.62	4.87	4.87	83.12
n=8	Sd	1.49	4.46	1.85	3.83	2.47	4.79
E_2	M	12.27	9.63	9.54	10.54	10.18	98.00
n=11	Sd	4.36	4.41	2.66	4.74	5.17	14.12
C_2	M	11.25	10.25	7.62	9.00	8.62	89.50
n=8	Sd	2.31	2.49	1.85	2.14	1.99	7.19
G_e	M	5.45	2.82	2.64	4.53	6.36	8.73
n=11	Sd	3.14	3.82	2.16	5.20	4.98	12.09
G_c	M	4.00	3.50	2.00	4.12	3.75	6.38
n=8	Sd	1.69	5.50	2.98	3.04	3.01	7.87

TABLE

EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SUBTEST MEANS AND STANDARD DEVIATIONS, FOUR YEAR OLDS

FOUR YEAR OLDS		VERBAL SCALE RAW SCORES					
		INFO.	VOC.	ARITH.	SIM.	COMP.	IQ
E_1	M	6.81	6.81	6.91	6.00	3.82	89.27
n=11	Sd	3.86	4.19	2.81	4.10	3.60	11.52
C_1	M	7.25	6.75	5.62	4.87	4.87	83.12
n=8	Sd	1.49	4.46	1.85	3.83	2.47	4.79
E_2	M	12.27	9.63	9.54	10.54	10.18	98.00
n=11	Sd	4.36	4.41	2.66	4.74	5.17	14.12
C_2	M	11.25	10.25	7.62	9.00	8.62	89.50
n=8	Sd	2.31	2.49	1.85	2.14	1.99	7.19
G_e	M	5.45	2.82	2.64	4.53	6.36	8.73
n=11	Sd	3.14	3.82	2.16	5.20	4.98	12.09
G_c	M	4.00	3.50	2.00	4.12	3.75	6.38
n=8	Sd	1.69	5.50	2.98	3.04	3.01	7.87

TABLE (CONTINUED)
EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SUBTEST MEANS AND STANDARD DEVIATIONS, FOUR YEAR OLDS

FOUR YEAR OLDS		PERFORMANCE SCALE RAW SCORES						FULL SCALE
		AN. HSE.	P. COM.	MAZES	G. DES.	BLK. DES.	IQ	IQ
		PRETEST						
E_1 n=11	M	21.27	5.82	4.54	6.09	6.27	92.73	90.00
	Sd	11.84	4.51	2.50	4.25	2.76	14.32	11.92
C_1 n=8	M	23.25	4.25	5.25	4.00	3.25	86.37	82.87
	Sd	10.74	2.81	3.81	2.00	2.19	9.87	6.24
		POSTTEST						
E_2 n=11	M	30.91	8.91	7.09	8.00	8.73	95.91	96.82
	Sd	15.30	3.24	2.91	5.40	3.66	12.53	13.92
C_2 n=8	M	37.50	12.00	10.87	7.14	9.25	98.12	93.00
	Sd	12.27	2.39	3.72	1.77	2.12	7.73	7.74
		MEAN GAINS						
G_e n=11	M	9.64	3.09	2.54	1.91	2.45	3.18	6.82
	Sd	13.79	3.30	2.81	4.93	2.70	8.83	8.07
G_c n=8	M	14.25	7.75	5.62	3.14	6.00	11.75	10.12
	Sd	9.32	3.73	3.66	2.27	1.85	7.28	7.16

TABLE (CONTINUED)
EXPERIMENTAL (E) AND CONTROL (C) GROUP
WPPSI SUBTEST MEANS AND STANDARD DEVIATIONS, FIVE YEAR OLDS

FIVE YEAR OLDS		PERFORMANCE SCALE RAW SCORES						FULL SCALE
		AN.HSE.	P. COM.	MAZES	G.DES.	BLK.DES.	IQ	IQ
PRETEST								
E_1	M	35.29	10.50	9.21	10.28	10.29	96.93	91.500
n=14	Sd	12.76	4.00	4.87	3.91	4.36	11.53	9.50
C_1	M	34.39	10.33	8.44	6.55	6.78	87.44	86.89
n=8	Sd	10.58	3.50	5.53	2.18	5.21	12.95	11.81
POSTTEST								
E_2	M	44.57	13.50	14.21	11.57	16.14	99.00	101.64
n=14	Sd	10.19	3.90	5.00	4.97	2.21	8.41	9.02
C_2	M	46.56	16.11	13.78	12.07	13.78	98.67	93.44
n=8	Sd	8.40	3.26	5.87	5.83	3.38	14.71	12.43
MEAN GAINS								
G_e	M	9.29	3.00	5.00	1.29	5.86	2.07	10.14
n=14	Sd	16.45	4.57	3.16	5.14	3.90	9.30	8.34
G_c	M	12.22	5.78	5.33	6.11	7.00	11.22	6.56
n=8	Sd	10.16	2.95	3.50	5.30	2.92	7.00	7.13

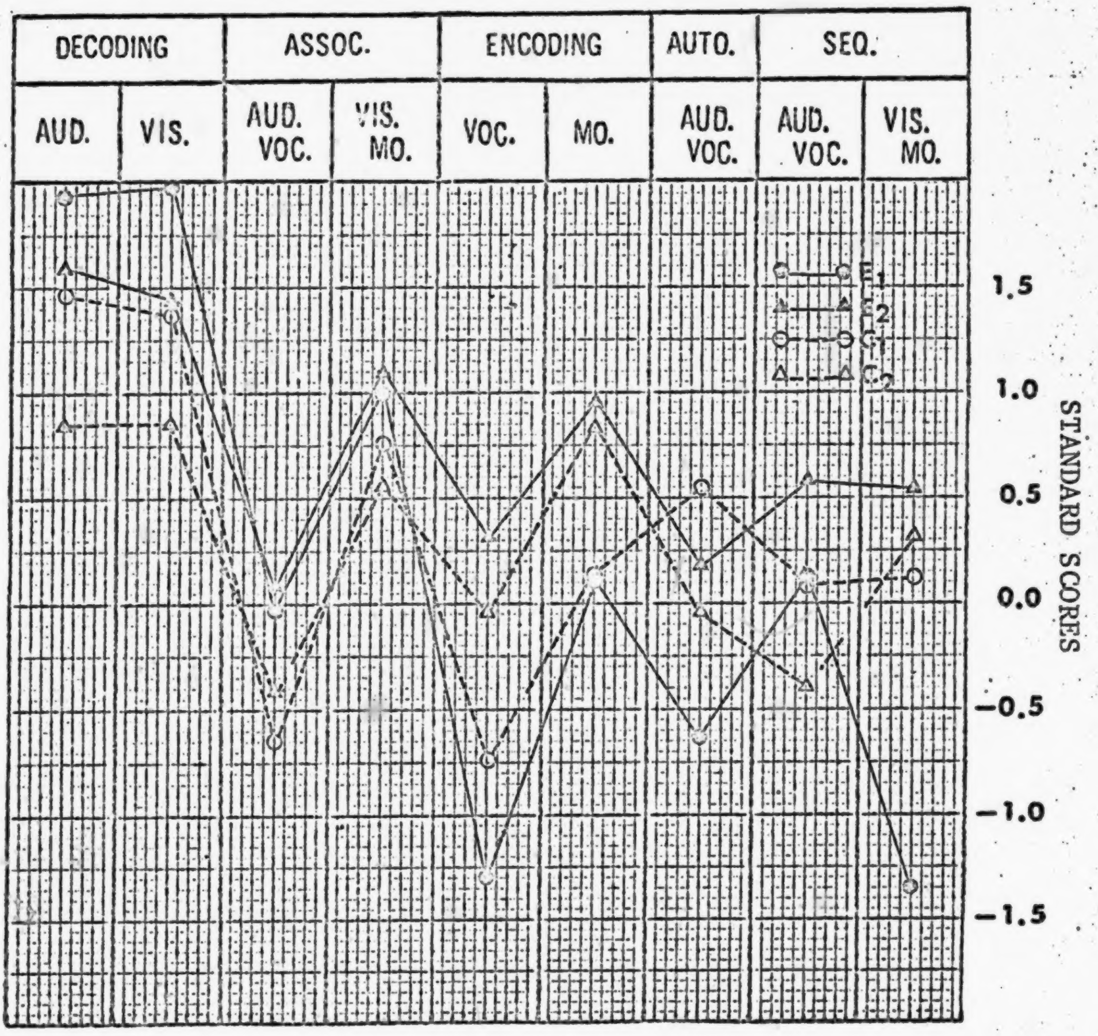
TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
OF PTI SUBTEST MEANS AND Sds, 5 YEAR OLDS

FIVE YEAR OLDS		RAW SCORE						TOTAL			
		PIC.VOC.	FM.DIS.	INFO. & COMP.	SIMIL.	SIZE & NO.	IMMED. RECALL	IQ			
					PRETEST						
E_1 n=13	M Sd	15.77 2.49	17.15 2.12	17.08 2.98	13.46 2.79	18.08 2.40	13.15 1.68	107.23 7.55			
C_1 n=8	M Sd	17.38 5.04	14.63 4.66	17.75 4.50	12.38 3.38	12.88 3.83	11.63 2.56	101.38 14.27			
					POSTTEST						
E_2 n=13	M Sd	19.46 2.36	18.00 3.24	19.23 2.28	15.00 2.38	16.62 3.59	13.46 1.71	103.23 8.10			
C_2 n=8	M Sd	20.25 2.05	19.63 2.26	20.38 2.50	14.38 2.07	21.63 3.29	14.75 2.49	110.50 8.14			
					MEAN GAINS						
G_e n=13	M Sd	3.69 3.61	0.85 2.79	2,154 2.61	1.54 2.26	-1.46 3.71	0.31 1.60	-4.00 6.73			
G_c n=8	M Sd	2.88 3.87	5.00 2.67	2.62 2.92	2.00 3.42	8.75 6.23	3.12 2.30	9,12 9.73			

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP PPVT MEANS AND STANDARD DEVIATION
FIVE YEAR OLDS

FIVE YEAR OLDS		PPVT	
		RS	IQ
		PRETEST	
E_1	M	41.23	77.92
n=13	Sd	7.61	14.22
E_1	M	40.10	73.50
n=10	Sd	10.45	17.50
		POSTTEST	
E_2	M	52.85	90.08
n=13	Sd	6.41	13.39
C_2	M	51.50	90.00
n=10	Sd	5.70	11.78
		MEAN GAINS	
G_e	M	11.62	12.15
n=13	Sd	6.84	13.48
G_c	M	11.40	16.50
n=10	Sd	11.12	22.62

FIGURE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
ITPA STANDARD SCORE MEANS, THREE YEAR OLDS



TABLE

STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS

ITPA SCORES

3 YEAR OLDS

ITPA	Ho: $E_1-C_1=0$ df=5	Ho: $E_2-C_2=0$ df=5	Ho: $G_e-G_c=0$ df=5
AUD. DEC. RS	3.017*	0.453	1.656
VI. DEC. RS	2.670+*	1.985+	-1.116+
AUD. VO. ASSOC. RS	1.678	1.050	1.262
VI. MO. ASSOC. RS	0.501	0.528	-0.080
VO. ENC. RS	-0.324	0.902	-0.812
MO. ENC. RS	0.591+	0.184+	2.657+*
AUD. VO. AUTO RS	0.905+	0.129+	0.712+
AUD. VO. SEQ. RS	0.809	1.050	-0.985
VI. MO. SEQ. RS	0.378	0.336	0.291
TOTAL RS	2.319	1.696	0.635

+ df=6

* p .05

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP PPVT MEANS AND STANDARD DEVIATIONS THREE YEAR OLDS

THREE YEAR OLDS		PPVT	
		RS	IQ
		PRETEST	
E_1	M	14.83	71.50
n=6	Sd	5.42	3.27
C_1	M	16.88	72.50
n=8	Sd	12.25	17.53
		POSTTEST	
E_2	M	31.67	82.83
n=6	Sd	12.19	17.28
C_2	M	40.00	95.50
n=8	Sd	10.28	17.70
		MEAN GAINS	
G_e	M	16.38	11.33
n=6	Sd	7.41	14.99
G_c	M	23.13	23.00
n=8	Sd	6.20	10.07

TABLE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
STANFORD-BINET MEANS AND STANDARD DEVIATIONS
THREE YEAR OLDS

THREE YEAR OLDS		STANFORD-BINET	
		MA	IQ
PRETEST			
E_1 n=6	M	38.67	97.50
	Sd	6.06	9.33
C_1 n=7	M		91.00
	Sd		15.45
POSTTEST			
E_2 n=6	M	49.50	103.83
	Sd	5.13	10.94
C_2 n=7	M		105.57
	Sd		12.58
MEAN GAINS			
G_e n=6	M	10.83	6.33
	Sd	4.71	9.99
G_c n=7	M		14.57
	Sd		16.40

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP
COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
STANFORD BINET SCORES
3 YEAR OLDS

STANFORD BINET	Ho: $E_1-C_1=0$ df=11	Ho: $E_2-C_2=0$ df=11	Ho: $G_e-G_c=0$ df=11
IQ	0.897	-0.263	1.068

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
PPVT SCORES
3 YEAR OLDS

PPVT	Ho: $E_1-C_1=0$ df=12	Ho: $E_2-C_2=0$ df=12	Ho: $G_e-G_c=0$ df=12
RAW SCORE	0.379	1.388	1.731
IQ	0.137	1.338	1.748

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
ITPA SCORES
5 YEAR OLDS

ITPA	Ho: $E_1-C_1=0$ df=20	Ho: $E_2-C_2=0$ df=20	Ho: $G_e-G_c=0$ df=20
AUD. DEC. RS	-1.691	-2.918**	-0.283
VI. DEC. RS	.843	-2.424*	-2.509*
AUD. VO. ASSOC. RS	-0.037	-2.927**	-2.073
VI. MO. ASSOC. RS	-0.524	-1.625	-0.666
VO. ENC. RS	1.902	0.892	-0.127
MO. ENC. RS	-2.140*	-4.228**	-0.234
AUD. VO. AUTO RS	-1.904	-4.660**	-1.054
AUD. VO. SEQ. RS	-0.695	-0.613	0.099
VI. MO. SEQ. RS	-0.460	3.131**	1.502
TOTAL RS	-1.530	-3.262**	-0.810

* p .05
** p .01

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
STANFORD BINET SCORES
5 YEAR OLDS

STANFORD BINET	Ho: $E_1-C_1=0$ df=22	Ho: $E_2-C_2=0$ df=22	Ho: $G_e-G_c=0$ df=22
IQ	2.144*	2.858**	1.046
*p .05 **p .01			

TABLE

EXPERIMENTAL (E) AND CONTROL (C) GROUP OF PTI SUBTEST MEANS AND Sds, 3 YEAR OLDS

THREE YEAR OLDS		RAW SCORES						TOTAL			
		PIC.VOC.	FM.DIS.	INFO.& COMP.	SIMIL.	SIZE & NO.	IMMED. RECALL	IQ			
		PRETEST									
E_1 n=4	M Sd	7.00 0.82	4.50 2.52	7.00 1.63	2.00 1.41	3.50 2.38	5.25 3.40	93.25 10.34			
C_1 n=6	M Sd	9.43* 2.23	7.00 2.10	8.00 1.41	5.50 1.52	6.17 2.04	6.17 1.94	105.17 10.89			
		POSTTEST									
E_2 n=4	M Sd	13.00 2.71	12.75 1.50	12.50 2.65	7.00 3.56	9.25 0.96	11.00 2.16	112.50 5.69			
C_2 n=6	M Sd	13.43* 2.76	12.33 1.86	13.83 3.06	9.33 2.25	9.50 3.08	11.50 1.87	111.17 8.98			
		MEAN GAINS									
G_e n=4	M Sd	6.00 3.46	8.25 3.20	5.50 1.29	5.00 2.58	5.75 2.36	5.75 2.06	19.25 6.60			
G_c n=6	M Sdd	4.00* 3.32	5.33 3.50	5.83 4.02	3.83 2.04	3.33 3.88	5.33 2.34	6.00 8.34			

* CONTROL GROUP n=7

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
PTI SCORES
3 YEAR OLDS

PTI	Ho: $E_1-C_1=0$ df=14	Ho: $E_2-C_2=0$ df=14	Ho: $G_e-G_c=0$ df=14
P. VOC. RS	-2.066+	-0.250+	0.948+
FM. DIS. RS	-1.711	0.375	1.332
INFO. & COMP RS	-1.033	-0.708	0.158
SIM. RS	-3.666**	-1.283	0.800
SIZE & NO. RS	-1.903	-0.154	1.104
IM. REC. RS	-0.551	-0.390	0.288
TOTAL IQ	-1.728	0.261	1.482

+df=9

**p .01

TABLE
STRENGTHS OF HYPOTHESES OF EXPERIMENTAL-CONTROL GROUP COMPARISONS ON PRETEST, POSTTEST, AND MEAN GAINS
ITPA SCORES
4 YEAR OLDS

ITPA	Ho: $E_1-C_1=0$ df=14	Ho: $E_2-C_2=0$ df=14	Ho: $G_e-G_c=0$ df=14
AUD. DEC. RS	-0.686	-1.147	0.564
VI. DEC. RS	-0.798	-1.267	0.560
AUD. VO. ASSOC. RS	0.701	0.971	-0.105
VI. MO. ASSOC. RS	-1.612	0.818	-1.658
VO. ENC. RS	3.131**	-0.114	2.524*
MO. ENC. RS	-2.557*	-1.973	-0.250
AUD. VO. AUTO RS	-0.199	-1.801	-1.111
AUD. VO. SEQ. RS	1.195	-0.795	1.652
VI. MO. SEQ. RS	-2.316*	1.358	-2.628*
TOTAL RS	-0.593	-0.970	0.316
* p .05 **p .01			

FIGURE
EXPERIMENTAL (E) AND CONTROL (C) GROUP
ITPA STANDARD SCORE MEANS, FOUR YEAR OLDS